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ABSTRACT

Materials used by the director of a project designed to assist key personnel in businesses, industries, and agencies with the educational counseling of their employees are presented. The objectives of the project, "Training Mentors as Educational Advisors of Adult Learners," were to: (1) provide two training sessions in educational counseling techniques; (2) create a linkage system between business and local educational institutions; and (3) raise awareness of the impact of high technology on assisting adults with career changes and educational goals. The manual is divided into three sections. Section I contains transparencies used in promoting support and assistance in participant recruitment. Section II provides summary analyses of the two workshops and suggestions for persons who wish to adopt the project as a model. Section III offers materials to assist in planning a similar program including a time line, letters, flyers, agendas, and evaluation forms. (DC)

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PROCESS MANUAL

Brevard Community College

Open Campus

Presents

A MENTOR TRAINING PROGRAM

Discendo et Crescendo

"LEARNING & GROWING"

Two Part Training Session

"TRAINING MENTORS as EDUCATIONAL ADVISORS for ADULT LEARNERS"

November 19, 1982

January 28, 1983

"Employees are an INVESTMENT . . .
We want to help that INVESTMENT grow!"

310 Special Demonstration Project
1982-83

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The "Training Mentors as Educational Advisors of Adult Learners" Process Manual is intended to serve as a guide for adult/community and continuing education program managers who want to implement the concept of "educational mentoring."

PROJECT TITLE:
"Training Mentors as Educational Advisors of Adult Learners"

This project was funded under
Section 310, The Adult Education Act, Public Law 91-230, 1978.

Adult & Community Education
Department of Education
Knott Building
Tallahassee, Florida 32304

Elizabeth W. Singer
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Provost, Open Campus

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1519 Clearlake Road
Cocoa, Florida 32922

1982-1983

Extra copies may be obtained by calling (305) 632-1111, extension 2300/2060

EDUCATIONAL MENTORING: A PROCESS MANUAL FOR MANAGERS

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EDUCATIONAL MENTORING: A PROCESS MANUAL FOR MANAGERS

INTRODUCTION

Three Products were developed for dissemination under Brevard Community College's 310 Special Demonstration Project for 1982-1983, "Training Mentors as Educational Advisors of Adult Learners."

- "Brevard County's Directory of Educational Options for Adults"
- "Educational Mentoring: A Quick and Handy Guide for Advisors"
- "Educational Mentoring: A Process Manual for Managers"

All three publications are important to the project's major objectives which were:

- to provide two training sessions for key personnel in local businesses, industries, and community agencies in educational counseling techniques by increasing knowledge about motivation and communication skills used with employees and clients.

- to create an educational linkage/brokering system between business, industry, and community agencies with local educational institutions.

- to raise the level of awareness about how high technology is producing a need for improved delivery systems to assist adults in meeting life career changes and set realistic educational goals.

This "Educational Mentoring: Process Manual for Managers" incorporates principal components used by the project director to implement the concept and project objectives. The manual is divided into three major sections. SECTION 1 comprises actual communications used with staff and the advisory committee to promote support and assistance with recruitment of participants for training. Large type was used for translation into overhead presentations. SECTION 2 provides the summary analyses of the training workshops, addressing strengths and weaknesses of each session. No attempt has been made to include material presented by the consultants since this information is summarized in the "Educational Mentoring: A Quick and Handy Guide for Advisors." (This booklet is an accessory to the educational directory). Included in this segment is a topic entitled, "A Few Suggestions for Planning a Mentor Training Program," which may be of interest to those contemplating the model's adoption. SECTION 3 reproduces the major project communications with staff, advisory committee, consultants, prospective participants for training, and local educational institutions. This accumulation of a time line, letters, flyers, agendas, and evaluation forms can assist program managers in planning procedures. Added is information on how to devise the educational directory. The reference portion contains statistics and readings about educational mentoring which were useful in gaining allegiance to the project's objectives. Reprints were given as handouts to participants at the training sessions.

It is felt that a process manual for managers is feasible for any special demonstration model being considered for adoption by a district or community college. Although each district/college may differ in its needs and characteristics, an already developed model can save time, effort, and implementation costs.

If a plan for initiation of the educational mentor role is being given consideration and additional questions and consultant services are needed, please contact the resource provided in this document.

Elizabeth Singer
Project Director

This MENTOR TRAINING PROGRAM is designed to assist key personnel in BUSINESSES, INDUSTRIES and AGENCIES in their educational counseling processes with employees.

Participants in training will be better able to . . .

☐ understand adult learning theory.

☐ understand adult learner needs and be sensitive to those needs.

☐ develop strategies to help adult learners with educational goal setting & project planning.

☐ demonstrate active listening and communication skills.

☐ counsel about all the educational options available in Brevard County.

☐ provide a feedback mechanism between the advisor/counselor/MENTOR, employee, and educational institutions.

- A MENTOR on the job can improve employee/employer relationships.
- A MENTOR on the job can promote educational growth of employees.
- A MENTOR on the job can promote self-confidence and personal growth on the part of employees.
- A MENTOR on the job is knowledgeable about educational opportunities within the community and who to personally contact for referrals.

A "MENTOR" - a close trusted and experienced guide who can provide information and psychological support to adults interested in continuing their education.

PURPOSE OF TRAINING:

1. Raise the level of awareness concerning adult characteristics.
2. Identify educational resources for creating an "Educational Directory."
3. Develop a network of communication contacts
4. Provide long range educational services for employees in business, industry, and community agencies.

PARTICIPANTS: Business, industry, community agencies

Targeted supervisors and counselors who work closely with all employee levels.

PROFIT
FOR
YOU

TARGET GROUPS:

Priority # 1: Adults with less than an 8th grade education

- ☐ Adult Basic Education & English as a Second Language

Priority # 2: Adults without a high school diploma.

- ☐ High School Completion
- ☐ G.E.D. Preparation & Testing

Priority #3: Adults who need to up-grade job skills or enhance competencies.

- ☐ Continuing Education
- ☐ BCC Vocational Training Programs
- ☐ BCC Program Courses
- ☐ Higher Education Programs - Local Colleges
- ☐ High School Electives
- ☐ Local non-public training programs

ETC.

EDUCATION

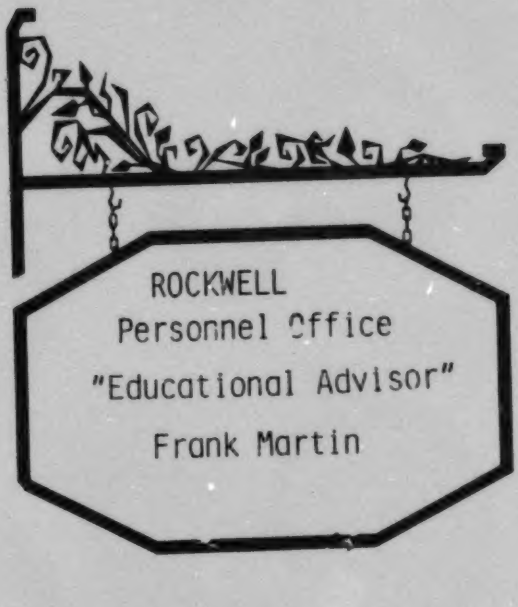
The "MENTOR TRAINING PROJECT" addresses . . .

☐ the necessity for learning,

☐ need of accurate information on learning resources,

and

☐ the need for help in setting learning goals.


ROCKWELL
Personnel Office
"Educational Advisor"
Frank Martin

AGENDA ITEMS:

☐ Identifying elements of mentoring in your current job role

☐ What mentoring means to the adult learner

☐ How mentoring benefits the employee & employer

☐ Adult Education Programs - clarifications

☐ Educational options at various institutions

☐ Need for support and encouragement for adult learners

☐ The psychology of the adult learner

☐ Building of self-confidence

☐ When an adult learner needs other support resources - What do you do?

☐ How to develop active listening skills

☐ Non-verbal language - showing support on the job

☐ Helping adult learners with educational goal setting

☐ Coping with stress and burnout

☐ Integrating the mentor role on the job

☐ Coping with failure--if your adult learner does not achieve

☐ How to measure and evaluate your activities

☐ Management - Motivational techniques to use with employees

TRAINING PROCESSES...

NOVEMBER 19, 1982 - 8:30 am - 3:00 p.m.
Student Center/Faculty Dining Room

JANUARY 28, 1983 - 8:30 am - 3:00 p.m.
Student Center/Faculty Dining Room

CONSULTANTS:

Ms. Susan Gunn, Florida Atlantic University, Federal Projects

DR. Art Burrichter, Florida Atlantic University, Professor, Adult Education, Boca Family Counseling Center

DR. Dan Gardner, Florida International University, Division of Human Resources Development, Assistant Professor

Mr. Theodore Davis, II, Martin Associates, Inc., Management Training and Executive Placement

METHODS

Overheads/lecture/open discussions

Panel discussions

Small group processes

One-to-one role playing

Film: "Private Lives" - Who needs adult education.

PRODUCTS

☐ Taped sessions/ follow-up training manual

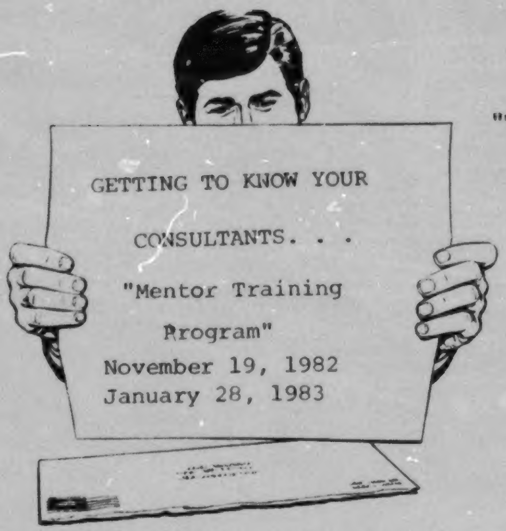
☐ "Brevard County's Educational Directory" (both public & private post-secondary institutions for training).

☐ Feedback mechanism between BCC and businesses, industries, agencies.

"Employees are an INVESTMENT. We want to help that investment GROW!"

BREVARD COMMUNITY COLLEGE, Open Campus

"Training Mentors as Educational Advisors of Adult Learners"



MS. SUSAN GUNN has been involved in adult education in many capacities for the past twelve years. She has developed curriculum, researched various aspects relating to adult learning, taught adults as well as facilitated and presented over 150 workshops. Her areas of knowledge include coping with stress, time management, needs assessment, evaluation, etc. In addition, Ms. Gunn is knowledgeable in the area of business development and opportunities and is currently employed as a business broker and consultant. Ms. Gunn will complete her doctorate in supervision and administration during 1983 at Florida Atlantic University.

DR. DANIEL GARDNER, Assistant Professor of Adult Education, Division of Educational Leadership and Human Resource Development, Florida International University, Miami, has been involved in adult and community education since 1974. He has been a program coordinator for adult education, Federal Projects writer and director at FAU, staff development trainer, and instructor. Dr. Gardner has conducted numerous workshops throughout Florida and has been a program presenter for national and local professional groups. His current activities include instruction and creating linkages with business, industry, and community agencies in Dade County.

DR. ARTHUR BURRICHTER, Director of Graduate Adult Education Programs at Florida Atlantic University, Boca Raton, was inducted in the Adult Education Hall of Fame in October, 1982. His developmental work for adults in south Florida since 1970 includes the first masters and doctoral program available in that area. His speciality is Human Resource Development, focusing on the adult learner and worker. In addition to the public sector, Dr. Burrichter has worked with numerous nationally known corporations. Art and wife, Verna, (A Ph.D. in psychology), direct the human growth programs through the Boca Education and Counseling Center in Boca Raton.

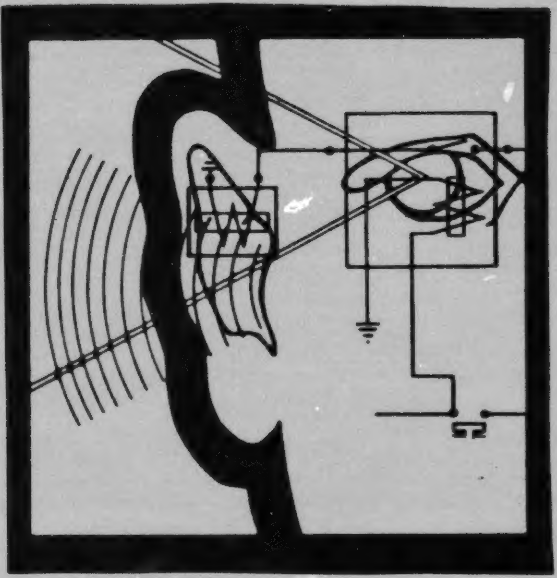
MR. THEODORE DAVIS, II is a consultant and manager with Martin Associates, a management consulting and executive recruiting firm in Melbourne, FL. In addition to his academic training as a naval architect and certified financial planner, Mr. Davis has gained valuable business experience with Dean Witter Reynolds, Paine Webber, the Justice Corporation, and the Dale Carnegie Organization. While with the latter firm, he was involved in helping hundreds of businessmen to improve their communications, human relations, memory, effective listening, leadership, sales and management skills.

MS. ELIZABETH (Bette) SINGER, your "Mentor Training Program" project director, has worked in adult education since 1976 as Federal Projects Director, Adult Basic Education Coordinator, and Coordinator of Adult Curriculum and Staff Development. She has taught and served in administrative roles in day school programs, as well as consultant and program presenter for day school and adult education. Bette has written and directed three (3) 310 Special Demonstration Training Projects since 1977. She is the current President of the Brevard County Mental Health Association and Board Member for District 5, Florida Adult Education Association.

MRS. MELISSA CATECHIS graduated this past spring from the University of Central Florida with a major in Business Communications and a minor in Public Relations and Advertising. Melissa has the responsibility to make contact with all public and private postsecondary institutions in Brevard and compile the "Brevard County Educational Directory."

A WORD ABOUT "MENTORS" . . .

"A close, trusted and experienced counselor or guide."
(Webster's Third)



What does a "MENTOR" do:

- ☐ Act as a TEACHER . . .
- ☐ Serve as a SPONSOR . . .
- ☐ Serve as HOST and GUIDE . . .
- ☐ Be an EXEMPLAR . . .
- ☐ Provide COUNSEL & MORAL SUPPORT . . .
- ☐ Build CONFIDENCE . . .
- ☐ Serve as an insightful SOUNDING BOARD . . .

SYNONYMS for a "MENTOR":

☐ SPONSOR
☐ TEACHER
☐ COACH
☐ GUIDE
☐ FRIEND & BENEFACTOR
☐ COUNSELOR
☐ ADVISOR

THREE FUNDAMENTAL FACTORS WHICH ENABLE A "MENTOR" TO BE HELPFUL. . .

The "MENTOR" on the job must have . . .

☐ a conviction or belief in the person's potential to contribute to the organization.

☐ a commitment to invest the time necessary to assist a person with his/her development.

☐ the skills, experience and knowledge to help a person develop his/her (educational) potential.

WHY A MENTOR on the JOB?

75% of all adult learning is traceable to changes in JOBS/CAREERS and FAMILY because Americans spend roughly 75% of their time with JOBS, CAREERS, and FAMILIES.

PARTICIPANTS IN THE "MENTOR TRAINING PROGRAM" will be be better able to . . .

☐ understand adult learning theory.

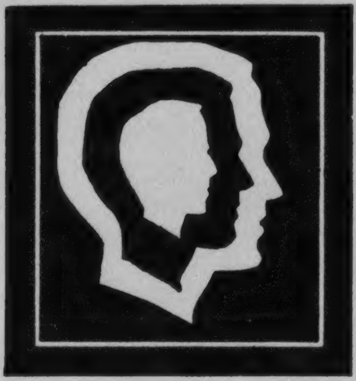
☐ understand adult learner needs and be sensitive to those needs.

☐ develop strategies to help adult learners with educational goal setting and project planning.

☐ demonstrate active listening and communication skills.

☐ counsel about all the educational options available in Brevard.

☐ provide a feedback mechanism between the advisor/counselor/ MENTOR, employee, and educational institutions.



A MENTOR ON THE JOB . . .

☐ can IMPROVE EMPLOYEE/EMPLOYER RELATIONSHIPS.

☐ can promote EDUCATIONAL GROWTH OF EMPLOYEES.

☐ can promote SELF-CONFIDENCE and PERSONAL GROWTH on the part of employees.

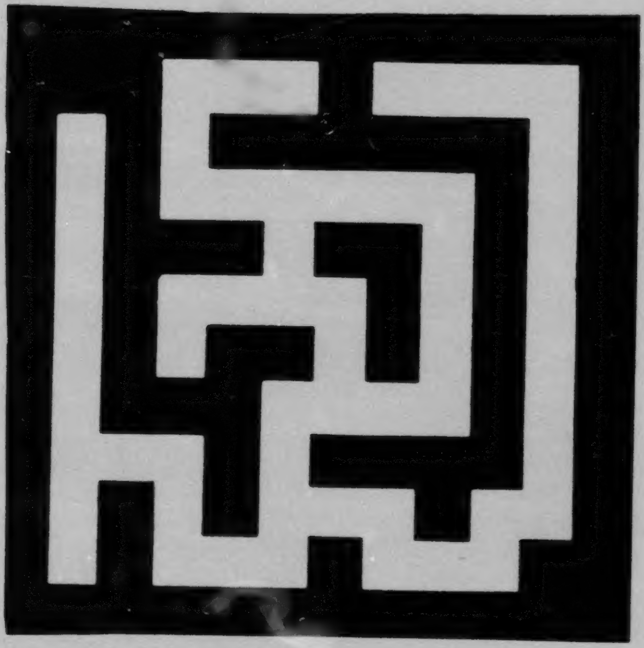
☐ is KNOWLEDGEABLE about EDUCATIONAL OPPORTUNITIES within the community and WHO TO CONTACT for REFERRALS.

EDUCATORS and "MENTORS" on the job can help people take advantage of technological change by . . .

☐ COUNSELING attuned to employment trends,

☐ program COUNSELING which ultimately leads to gainful employment,

☐ encouraging PROGRAM SELECTION from several career options in post-secondary efforts.



WITH or WITHOUT counseling credential, EDUCATORS & MENTORS can help people through transitions caused by the crises of unemployment and high technology. Practical GUIDANCE and COUNSELING can use the technological explosion as a vehicle for human progress and promote continued LEARNING and GROWTH for individuals.

PROJECT
HOPE

"Training Mentors as Educational Advisors of Adult Learners"

SUMMARY ANALYSIS - Training Session #1

The major emphases of the "Educational Mentor Training Program" were to involve key personnel in business, industry, and community agencies in a series of workshops to 1) increase their knowledge about educational options available for adults in the county, 2) enhance competencies related to counseling/advising adults who need or want a return to schooling, and 3) create a network/referral system between business, industry, and community agencies with educational institutions. An "educational mentor" on the job attuned to adult learner needs could improve employee/employer relationships and stimulate personal growth on the part of employees.

Assumptions were made that personnel directors and counselors would be willing to participate in two days of training with no registration fees charged. Limitations were recognized in that two days would be insufficient training for some and probably enough for others. It was at first considered that community agency personnel would be a separate group from business/industry personnel because of the varying needs of the participants and clients they serve. However, the grant was not sufficient to cover the cost of more than two sessions. It was also felt that the two groups needed to come together in at least one session in order to share information, concerns, and diversities. Because of these definite diversities, evaluation of the first training session reflected both positive and critical attitudes.

Out of the 49 registrants, 3 represented major hospitals, 7 city governments, 4 Child Care Association, 8 Vocational Rehabilitation and CETA, 2 from the Housing Authorities, 3 Social Services, 3 the military, 1 from a bank, 2 representing Sears and J.C. Penneys, 2 small businesses, 9 major companies, 5 adult and continuing education programs.

It was anticipated that community agencies would be the most responsive to training due to the fact that clients served are usually the least educated. Industries and companies on the most part hire postsecondary people with the minimum of a high school diploma. In many cases they feel employees are self-reliant enough to take care of their own educational goal setting. Also, companies offer much in-house training and normally target personnel for special training to benefit the company.

Recognizing this latter problem as regards to recruitment, a special consultant was contracted to assist with enlisting participants from local large companies for involvement in the training sessions. Twenty companies were selected and contacted by phone and a special invitational letter. Based on response, an announcement flyer was mailed. Ten of the companies expressed interest in attending. Three called a few days before the workshop to cancel due to legitimate problems. There were three (3) out of the ten (10) in attendance at the session.

A staff advisory group, representing adult, continuing and BCC programs, assisted in making contact with businesses and agencies. Since there had been some previous interaction for educational purposes with these businesses and agencies, response was more positive.

Actual attendance, with four called-in cancellations, was 28. The grant called for a minimum of 30. Twelve (12) came from community agencies, 3 from city governments, 1 from a bank, 1 from a hospital, 1 from Sears, 3 from large companies, 2 representing small businesses, and 5 adult educators.

With approximately 15 participants sharing a background well versed in counseling undereducated adults mixed with a small group associated with better educated employees, there resulted varied attitudes toward the training session.

It was decided that evaluation would be completed through a follow-up mailout and phone calls. Fifteen forms were returned and those who did not return the form were called by phone. Most all participants reported to individuals or in a meeting about the training session. Several responded in a written report. Seven (7) said they discussed the training with other companies or agencies. Thirteen (13) had contact with clients whose educational level was below the 12th grade. Ten said they dealt with clients beyond high school and 4 indicated in-house training was their primary contact with adults as to educational pursuits.

Topics of major interest presented at the session were:

1. educational resources provided from local institutions
2. motivational techniques
3. communication skills
4. career goal setting
5. psychology of adult learning

6. group activities
7. packet information
8. film: "Private Lives"

There appeared a need for more information to be presented on motivation, communication skills, techniques for mentoring, and general knowledge about educational options available; specifically, vocational training programs.

Participants in general felt the afternoon session on motivation too "elementary" for their needs. The presenter had under-estimated their previous training. Information was considered too basic without enough group activities that challenged the "how to do" aspect. However, those representing companies found the topics discussed of interest to them and made favorable comments.

The morning session was rated above average. More group activities that involved interaction and specific problem solving were requested. Statements were made by the presenters on several occasions that there was a time limitation on how much could be covered and that "in depth" training was not possible during these short sessions. The group did perceive the educational mentor role as important to their jobs, but needed more clarification on how to implement this concept. The group requested a need for information on the following topics:

1. networking
2. motivational techniques
3. communication skills
4. educational/vocational training available
5. information on types and content of courses available
6. availability of waivers/scholarships
7. community resources
8. more on psychology of adult learning
9. demonstration on how to handle the mentor role
10. education of personnel from business/industry on the handicapped and deprived

Overwhelmingly, the group was positive about the availability of an "educational directory." In talking with companies, this booklet was recognized as a valuable document to be shared when recruiting out of state employees.

Several measures were taken by the project director to meet the needs, as expressed through the evaluation processes, for Training Session #2:

1. Follow-up phone calls were made to participants to assess evaluations of the first session and needs for the second training session.
2. A personal visit was made at Florida Atlantic University on December 10, 1982 with the two consultants to the January 28 workshop. An analysis of the first session was made through a sharing of information relative to evaluations and training needs of the group. A tentative agenda was planned.
3. A summary report was prepared on the first session and attached to an announcement and registration letter. This was mailed out on January 3 to not only the 28 original participants, but to the total number who had indicated they had planned to attend. Eighteen (18) additional businesses were targeted and issued invitations through the original flyer announcement. A total of 66 invitations were mailed. (Originally, it was felt that a person should be in attendance at both sessions, rather than one. However, the second session was planned in such a way that attending the final session would serve the grant's objectives. Also, by sending a summary report of the first session, new trainees would be knowledgeable enough to serve in a mentor role.
4. A panel presentation was organized representing adult basic education, high school completion, continuing education, BCC programs, the University of Central Florida, Florida Institute of Technology, and the Patrick Center (several university programs). This group will discuss educational program options on January 28.
5. The final draft of the "educational directory" was sent to word processing on December 20 with indications that this would be completed by January 7. A "draft" copy with an evaluation form will be made available to the participants at the January 28 meeting with assurances that the final product will be mailed out in March. Fifty (50) copies will be evaluated by the trainees, staff members, and key institutions. Budget

restrictions will limit the number printed and distributed by the college, however contacts will be made with local banks and businesses to reprint the directory for distribution through their efforts.

The "Training Manual for Educational Mentors" will be composed of processes explored in the two sessions. A cassette tape was made of the first session, but because of the voice levels and movements, was not clear. It did serve to assist with written material. The manual will probably be more useful to a person or organization that wants to implement the project rather than for businesses and community agencies. The consultants have agreed to assist with the development of a brief guide to "educational mentoring" which could prove a valuable reference to those persons who want to work with employees or clients on educational goal setting. This should be available by April, 1983.

The "feedback mechanism," that is an essential part of this project, has evolved in the following ways:

1. Contacts made with key personnel in business, industry, and community agencies through implementation of the project.
2. The "educational directory" which contains information on educational institutions and programs available for adults within Brevard, as well as addresses of all state institutions, public and private. Contact persons are named for specific programs. Special emphasis is placed on adult education, continuing education, and BCC program.
3. Agreement with participants that they will be involved in responding to a written survey and follow-up phone calls as to the effectiveness of their educational mentor role on the job.

End - January 7, 1983

PARTICIPANTS

MENTOR TRAINING SESSION

November 19, 1982

Wanda Baker CHILD CARE ASSOCIATION 18 Harrison Street Cocoa, FL 39222 Phone: 636-4534	Human Service Director Early Childhood Education Experience: Musical Theater
Mona Billings HEALTH & REHABILITATIVE SERVICES Monroe Center, 705 Avocado Ave. Cocoa, FL 32922 Phone: 636-2933 x. 605	SRS Supervisor Work Assistance Program
Jerry Cardwell CITY OF TITUSVILLE PO Box Y Titusville, FL 32780 Phone: 269-4400	Personnel Technician Personal Resource: E.E.O. Organizational resource: Jobs
Gloria Clark CITY OF MELBOURNE Human Service Dept 900 East Strawbirdge Ave. Melbourne, FL 32901 Phone: 727-2900	Human Service Representative Locate HSG - Satisfy needs Organization resourse: Raw data
Liz Dirks HEALTH & REHABILITATIVE SERVICES Monroe Center, Avocado Ave. Cocoa, FL 32922 Phone: 636-2933	Social Worker - SWAP Program Work Assistance Program Pilot program for long term welfare recipient to leave welfare status
Bertie Gillespie BREVARD COUNTY HEALTH DEPARTMNET 1108 South Street Titusville, FL Phone: 268-3730	Health Education Personal resource: health care resources and preventive techniques Clients Needs: DATA
Karen Hansen HRS/Vocational Rehabilitation 115 Palm Bay Road Building 500 Palm Bay, FL 32905 Phone: 725-0900 x. 178	Counselor II Counselor for the deaf Provides assistance for those with physical, mental, emotional rehab, continuing assistance after placement assistance

Bernice Moore
CHILD CARE ASSOCIATION
19 Harrison Street
Cocoa, FL 32922
Phone: 636-6613

Bookeeper/Secretary
Resource: government

Marilyn Munson
VOCATIONAL REHABILITATION
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Counselor II
Tuition, books, aptitude testing, vocational counseling for handicapped persons

Stewart Myers
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Cocoa, FL 32922
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Director of Personnel
Human resource counseling, recruit interview

Scott Nelson
UNITED TRUCK MASTERS
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Merritt Island, FL 32952
Phone: 452-4448

Agent
Training of professional semi-truck drivers

Bill Pelzer
BARNES & BARBER, INC.
333 King Street
Cocoa, FL 32922
Phone: 636-2665

Vice President
Running program to make technicians out of qualified applicants

Cynthia Reid
WUESTHOFF MEMORIAL HOSPITAL
Rockledge, FL 32955
Phone: 636-2211 x. 605

Assistant Director, Personnel & Employee Relations
Personal resources: education, 12 years teaching, human relations training
Organizational resource: tuition reimbursement program

Mary Jane Ross
VOCATIONAL REHABILITATION
115 Palm Bay Road, Bldg 5000
Palm Bay, FL 32905
Phone: 725-0900 x. 160

Counselor II - state agency
Provides assistance for those with physical, mental emotional rehab., continuing assistance after placement

Judy Seaman
VOCATIONAL REHABILITATION
115 Palm Bay Road, Bldg 500

Counselor
Training, assessment and job placement for disabled

David Henderson CITY OF ROCKLEDGE PO Box 488 Rockledge, FL 32955 Phone: 636-5711	Staff Accountant Has enthusiasm and interest in establishing these programs
Wally Hillyer BREVARD COUNTY EMPLOYMENT & TRAINING ADMIN 120 Venetian Way, Suite 21 Merritt Island, FL 32952 Phone: 452-0150	Chief of OPS & Planning Deals with training and placement for disadvantaged people
Mary Hydorn FLORIDA STATE EMPLOYMENT 840 Forrest Avenue PO Box 880 Cocoa, FL 32922 Phone: 636-5511	Employment counselor The only counselor for FSES Resource: JOBS
Barbara Jenkins ADULT BASIC EDUCATION PROGRAM 907 Mandrian Street Cocoa, FL 32922 Phone:	Outreach Teacher/Counselor Resources: teacher, recr, counselor learn labs, community resources
Frank Martin ROCKWELL INTERNATIONAL P.O. Box 21105 Kennedy Space Center, FL 32925	Training Rep.- Management development Resource: experiential education
Bob McKemy LOCKHEED MISSILES & SPACE CO. P.O. Boc 246 Cape Canaveral, FL 32920 Phone: 853-5194	Industrial Relations Rep 24 years administrative experience labor relations
Lucille Moffett TITUSVILLE HOUSING AUTHORITY 1108 South Street Titusville, FL 32780 Phone: 267-0931	Manager Provides low rental housing for low/moderate income families and elderly
Barbara Moore CHILD CARE ASSOCIATION 18 Harrison Street Cocoa, FL 32922 Phone: 636-4634	Administrator Resouces: management skills, employment and training Place kids in day care centers and family day care homes. Children of welfare/lo income or disadvantaged or disabled parents

Jean Seiffert
CITY OF TITUSVILLE
PO Box Y
Titusville, FL 32780
Phone: 269-4400

Administrative Assistant
Resources: english communications
and local gov't operations

Marcella Smith
SEARS, ROEBUCK & COMPANY
940 S. Federal Highway
Rockledge, FL 32955
Phone: 632-5800 x. 208

Personnel Assistant
Special effort to employ disabled
and disadvantaged & or minority

Madge Trick
PAN AMERICAN E. TEST RANGE PROJECT
PO Box 4608, Mail Unit MU 1000
PAFB, FL 32925

Personnel Representative
Small business management & OPS
travel consultant, employ, recruit,
interview

John Wigley
ADULT COMMUNITY EDUCATION
Cocoa Center
2000 Tiger Trail
Cocoa, FL 32922
Phone: 632-5300

Dean
In education 8 years, administration 3
years
Resources: Cocoa High, BCC, 37 teachers,
books and paper

Juanita Wright
CHILD CARE ASSOCIATION
18 Harrison Street
Cocoa, FL 32922
Phone: 636-4634

Coordinator - Parent Involvement
Human services - assess & supply needs
Data - Parent meetings

"EDUCATIONAL MENTOR TRAINING PROGRAM"
Training Session #2

SUMMARY ANALYSIS January 28, 1983

The January 28, 1983 session of the "Educational Mentor Training Program" can be considered a success in the following areas:

1. The consultants were well prepared addressing a needs assessment conducted with participants after the first session.
2. The evaluations completed by participants indicated a very high degree of learning, involvement, and growth.
3. The nine new participants indicated positive attitudes toward the workshop and a desire to have attended the first session.
4. The panel composed of eight local educators presented relevant information and materials that were well received.
5. The educational directory (draft copy for evaluation) was available to participants and responses have been all positive as to its usefulness to the community and to the educational mentor role.
6. The session was well-planned and participants received additional resources for the mentor role.
7. Participants represented a good cross section of business, industry, and community agencies.
8. There was appreciation expressed for the "certificates of training" given out to each participant at the end of the session. (These serve as an "identifier" of a person available in a company/agency to assist with educational counseling).

Out of the 37 people who had originally indicated they would attend the January 28 session, 29 were in attendance. Three called in to cancel due to conflicts: two called in substitutes who came, and six did not call or attend. It is interesting to note that the six not responding were large companies in the area. Their confirmed attendance was made by telephone the previous week to the workshop. All participants in the first workshop were called to enlist their participation. None of those who attended the first session and not the second one gave the reason that the training was not worthwhile. All were interested in the mentor role, but had prior commitments. Because they were involved in the first training session, they received a certificate and a copy of the educational directory through the mail.

The following breakdown indicates the characteristics of the participants:

29 in attendance

9 new trainees (8 of the 9 completed the session)

21 completed

37 total number involved in training

60 invitations mailed out

37 responding to attend

3 called in cancellations

6 no show, no notifications

"MENTOR TRAINING PROGRAM"

PARTICIPANTS

JANUARY 28, 1983

COMPANIES BUSINESSES

*Pat Copeman - STC - Documation, Inc., Melbourne
Frank Martin - Rockwell International, Kennedy Space Center
*Charles W. Body - Collins General Aviation Division Avionics Group
Marcella Smith - Sears & Roebuck Co.
Scott Nelson - National Training for Truckers
*Debbie Pride - WEZY Radio

CITY GOVERNMENTS

Jerry M. Cardwell - City of Titusville
Dave Henderson - City of Rockledge
Gloria Clark - City of Melbourne
Charles Franklin - City of Melbourne

HOSPITALS

Cynthia Reid - Wuesthoff Hospital

VOCATIONAL REHABILITATION

Mary Jane Ross - Palm Bay
*Stewart Clark - Palm Bay
Marilyn Munson - Cocoa
Judith Seaman - Palm Bay

HEALTH & REHABILITATIVE SERVICES

Mona Billings - Cocoa
Liz Dirks - Cocoa

CHILD CARE ASSOCIATION

Barbara Moore - Director
Wanda Baker
Juanita Wright
Bernice Moore

HOUSING AUTHORITY

*Mary R. Ross, Manager

BREVARD COMMUNITY COLLEGE SUPPORT STAFF

*Marilyn VanderLugt - Career Lab Coordinator
Barbara Jenkins - ABE Outreach Counselor
*Rich Dobsha - Adult Education Counselor

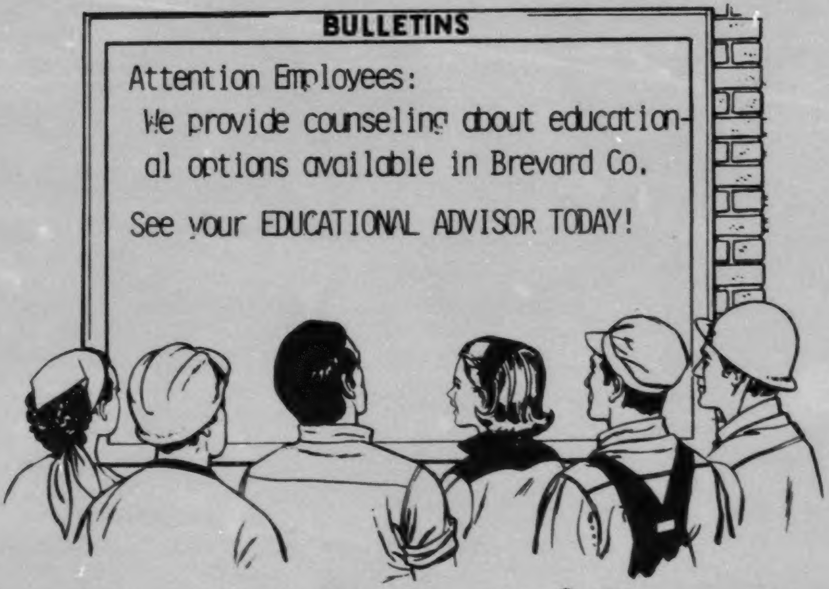
BREVARD COMMUNITY COLLEGE SUPPORT STAFF

John Wigley, Dean, Adult Community Education
*Eddie Taylor - Dean, Adult Community Education
*Fran Warner - SWAP/CETA Programs
George Willis - Dean, Adult Community Education

VISITORS

Robert Blubaugh - Dean, Continuing Education
Terry Cooper - Dean, Adult Community Education
Dr. A. Perkins Marquess - Provost, Open Campus
Dr. Robert Westrick - University of Central Florida, Cocoa Campus
Dr. Jim Stroms - Florida Institute of Technology
Murray Gunar - Patrick Programs
Dr. Rogers Mansfield - Dean, Adult and Continuing Education

*New to Training


BULLETINS
Attention Employees:
We provide counseling about educational options available in Brevard Co.
See your EDUCATIONAL ADVISOR TODAY!

FINAL EVALUATION - "The Mentor Training Program" - January 28, 1983

Read through the evaluation. Circle your response with (1) being LOW and (5) being HIGH.

	1	2	3	4	5
1. To what extend did the total program help you assume the educational mentor role?	0	2	6	5	7
2. To what extent was the following information useful?					
a. Review.	1	2	5	7	7
b. Thinking/Feeling.	0	1	3	3	15
c. Problem Solving	0	0	5	11	6
d. Advising/Counseling	0	3	3	9	8
e. Panel	0	1	6	6	9
f. Practice.	2	3	4	5	3
3. How would you rate your participation?	0	1	8	6	7
4. How would you rate the speakers' overall effectiveness?					
a. Susan	0	0	1	6	15
b. Art	0	0	0	6	16
c. Panel	0	1	9	5	6
5. How would you rate the communications and overall planning of the "Mentor Training Sessions?"	0	0	1	10	11
6. To what extent will you use the information presented?	0	0	1	8	9

COMMENTS & CONCERNS: (All comments & concerns recorded here exactly as expressed):

1. "Information is very useful."
2. "An excellent program that I would recommend to anyone in the field of dealing with people."
3. "Greater industry and business participation."
4. "Time was needed for questions to the panel. Enjoyed the program."

5. "Polled the group on issues and forgot to cover each. (The panel) a little too long...possibly more preparation."

6. "This was a very clear workshop...well put together...very helpful."

7. "Very well informed. Would like more information on employer/employee relationships."

8. "Panel speakers for the most part rambled. A few were good, but most were not.

9. "The two speakers for this session were excellent--particular compliments to Art having come in cold. The idea is excellent--continued success."

10 "Less emphasis on counseling techniques IF the group is made up of social service workers who are familiar with this area. Fine with business people."

11. "I appreciate the hard work that went into the planning of this program. Very well done. Thank you."

12. "After today's session, I'm extremely sorry that I was unable to attend the previous session."

REFERENCE: "Quick & Handy Guide to Educational Mentoring"

Request a Copy from the Open Campus Office, BCC, Cocoa Campus
1519 Clearlake Rd, Cocoa, FL 32922

A Few Suggestions for Planning a Mentor Training Program

It is felt that the "Mentor Training Program" is a worthy model for any urban community to adopt with excellent cost effectiveness. Major benefits of such an effort are good community relations, closer ties with business, industry, agencies with educational institutions, and an enhanced referral/linkage system. The model presented here can serve to alleviate much of the research and initial planning needed for implementation. The following ideas and suggestions are presented to assist the planners of an "educational mentor program."

1. Study the model carefully and adapt to local conditions. Present your ideas for a solid commitment from top level administrators' supervisors in the educational division where originating.

2. Discuss with colleagues who are working closely with business, industry, and agencies to enlist their support and contract with them for assistance.

3. Do a time management profile within your department. Determine how much time can be devoted by you and the staff to the project. For cost effectiveness, released time should be given to one staff member for a period of at least three months to devote to the project. A part-time assistant should be available. Clerical assistance will be needed at a minimum of part-time for the duration of the project.

4. The "educational directory" can be completed by the part-time assistant with clerical help. After a limited printing and distribution, local resources (banks or companies) can pick up the cost for printing and distribution. Companies find the directory useful for recruitment of out of county/state employees and to make available for current employees. Banks use it for good customer relations and mailout in statements. A page should be set aside for them to use for advertisement. (Print a draft copy first for evaluation before doing the final one for distribution).

5. Identify and use your own institution's instructors for the workshop training. Staff development funds through Staff and Planning Development (community colleges) or Teacher Education Center (school districts) funds might be tapped for outside consultants. Be sure to involve your institution's counselors and teachers in the training if using these funds.

6. One important point to remember is that an invitational flyer and letter are not enough to insure participation in the training sessions. Personal follow-up phone calls and visits need to be made by you or the assistant to all persons being contacted for participation. The initial visit should be with top management

personnel. They will be the ones to decide whether to release people from their jobs for this involvement. They have to be convinced it will benefit the company or agency.

7. Consideration might be given to doing follow-up training sessions on site at several large companies or agencies. This is where good communication skills and a commitment to the project's objectives need to come into play when dealing with top management. You have to convince them it's going to work.

8. Have a draft copy of the educational directory ready by the second training session in order to receive contributions from the participants. Any succeeding sessions, use the directory as a handout. The "Educational Mentoring Handbook" can be given out at the end of training. It can also be used to promote program participation before the training sessions. The directory and a program plan should be used also when approaching companies to assure involvement of key personnel in training.

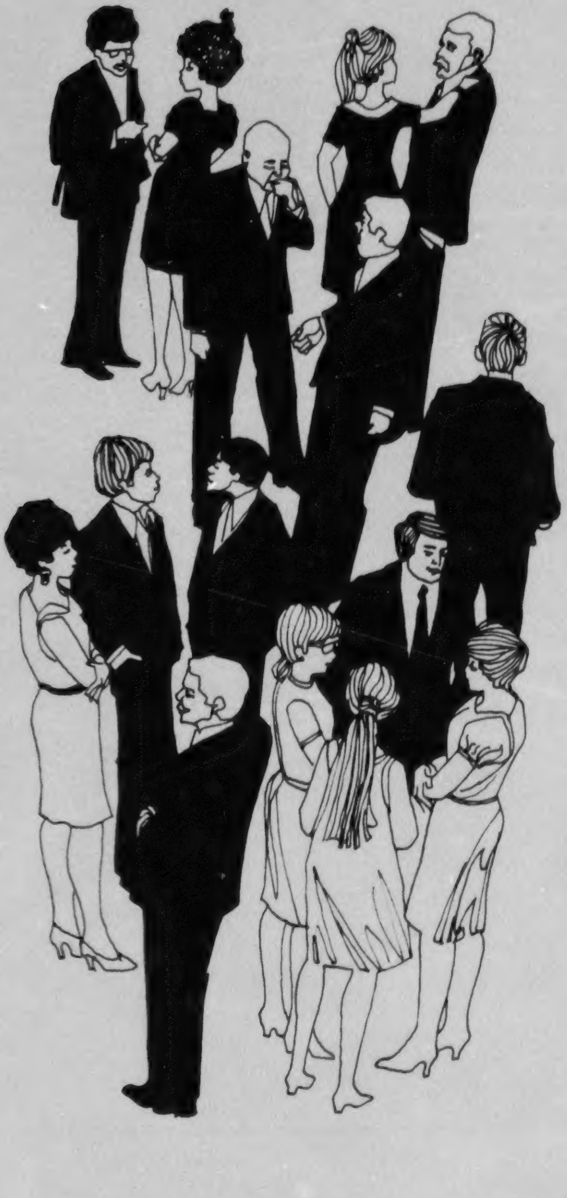
9. Participants like to receive handouts. Be sure you have on hand plenty of program flyers for your institution and those of all vocational training and institutions of higher learning. Use the local phone directory to identify these postsecondary programs. (Review the directory developed by this project to see what was included).

10. Do research on articles written about change and high technology. Also there are numerous articles and books available on the "mentoring" role. Have several articles selected and reprinted for handouts. These serve to support your project's objectives. Make overheads that explain in a succinct manner the program and its objectives. Show statistics on population change and adult learning trends. In other words, build a good support base for why this training is needed.

11. Organize a cohesive advisory council representative of staff, business, industry and agencies. Usually these people are top level who will lend support and advise. Most likely they won't participate in training, but will suggest people and resources.

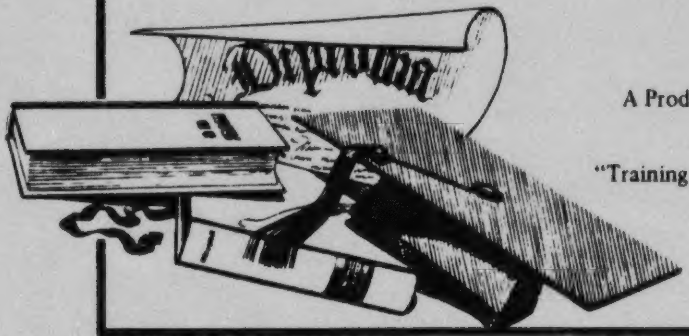
12. The consultants you select can make or break the project. If using local instructors, do extensive planning with them and involve them in all processes. It has been found that an all day session is perhaps too much. Try for a solid four hour session each time offered. You may want to consider separating businesses/companies from community agencies. Plan two separate workshops because the emphasis will be different. Community agency counselors have extensive training and often work with lower educational levels. Business and industry have need for training in human relations and counseling for those at a higher educational level. Do a needs assessment to determine the workshop format. This is important! Be sure to bring these groups together in one final session so that they can share information and understand each other's positions in working with employees and clients. This last session is a good time to have the "educational panel" give its presentation.

13. Once the project is completed, you will want to analyze the results and bring these results to the attention of your immediate supervisors. A report to the school board will be appropriate or a write-up in any communique that goes out to the district. Consideration might be given to a write-up in the local newspaper. (This write-up can also solicit more involvement in training).



A Quick and Handy Guide To
EDUCATIONAL MENTORING

This guide is intended as a reference for those persons engaged in counseling adults about career change and educational goal setting.



BREVARD COMMUNITY COLLEGE
School Board of Brevard County

A Product of a 310 Special Demonstration Training Project
1982-83

"Training Mentors as Educational Counselors of Adult Learners"

SECTION III

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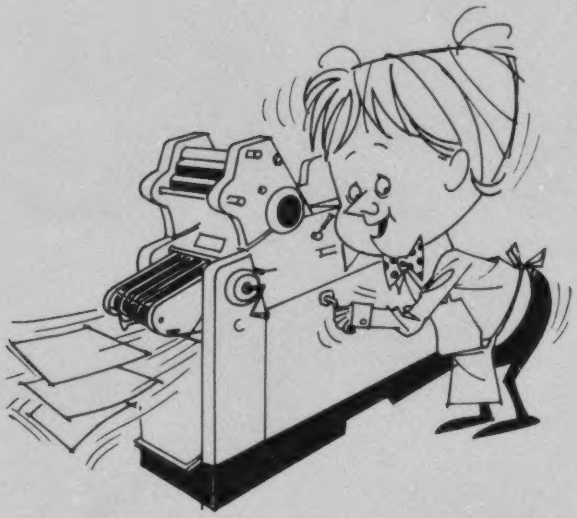

310 PROJECT

TIME LINE

August 14	Consultant contacts - preliminary planning session with Susan Gunn, FAU
September 16	Planning session with Susan Gunn, BCC office, all day session
September 17	Staff orientation session, 9:30 - 11:30 a.m. - BCC conference room, A-122
September 17	Confirmation by phone with Dan Gardner and Art Burrichter on dates of training
September 22	Meeting with Art and Dan to discuss project's objectives, Daytona Beach, Staff Development Conference
September 24	Luncheon planning meeting with Ted Davis, management consultant firm, Melbourne. Set date for a Saturday planning session.
September 24	Requested information from another project on mentoring done by Dr. Rita Katz, Moravian College, PA
September 25	Planning session with Ted Davis, Contracted with Martin Associates to complete specific tasks and participate in training session on November 19.
September 26	Follow-up letters to consultants with enclosures about the grant
September 27	Follow-up letters, copy of grant and developed processes went out to Dan and Art. Thank you letter to Susan
September 27	COMPLETED FIRST QUARTERLY REPORT
October 4	Hired part-time research assistant to help with directory
October 6	Invitational letter out to local companies, businesses and agencies Follow-up flyers sent out.
October 11-15	Follow-up personal phone calls to recipients of invitational letter made by Ted Davis to companies; project director to agencies and businesses
October 11	Letter and information out to educational institutions requesting subject matter for the educational directory
October 12	Invitational letter to advisory council participants
October 19	Presentation about project; FAEA, Art Burrichter's class
November 1-5	Follow-up announcement/reminder letter of November 19 training session to participants
November 10	Advisory council meeting

November 12-15	Personal calls for confirmation of attendance to training session
November 19	FIRST TRAINING SESSION - Susan, Dan and Ted
November 23	Mailout of evaluation form for session #1; cover letter included
December 1-9	Follow-up phone calls to participants - needs assessment for training session #2
December 10	Visit with consultants at FAU (Susan & Art) to plan January 28 session (Set up educational panel)
December 15	SECOND QUARTERLY REPORT IN
January 5	Summary report and registration information sent to prospective participants
January 14	Letter/flyer out to participants to remind of up-coming session
January 18	Phone calls to confirm attendance
January 22-25	PROJECT DIRECTORS' MEETING, Tallahassee
January 28	SECOND TRAINING SESSION - Educational Directory (draft) out to participants for evaluation
February 1-5	Completion of summary analysis , Mentoring Handbook, summary report
March 1	Final copies to printer: Educational Directory, Mentoring Handbook and Summary Analysis
March 15	Implementation of Feedback Mechanism; mailout of directories and mentoring handbook to participants and advisory group
March 31	THIRD QUARTERLY REPORT
May	Dissemination
June	FINAL QUARTERLY REPORT

BREVARD COMMUNITY COLLEGE

MEMORANDUM

August 27, 1982

TO:	Dr. Phil Bliss	Mr. Eugene Smith
	Mr. Robert Blubaugh	Mr. Eddie Taylor
	Dr. Rogers Mansfield	Mr. George Willis
	Dr. James Schneider	

FROM: Bette Singer Bette

RE: 310 Special Demonstration Project "Training Mentors for Educational Counseling of Adult Learners"

A preliminary planning committee is being organized to address the task of implementing this year's 310 Special Demonstration Project, "Training Mentors for Educational Counseling of Adult Learners."

Your assistance and continued support of this effort is requested. A copy of the grant is attached for your review. Some initial assumptions about this project are as follows:

1. Meetings for planning and implementation will be scheduled during work hours, preferably on Fridays.
2. After the initial planning session, the "planning" group will be increased to include all Deans, targeted people from related educational institutions, community agencies, and businesses.
3. Guidelines will be developed for those of us who will make personal contact with identified business and agency personnel to enlist their support for a minimum of two training sessions and obtain a commitment from them to the project.
4. Commitment to the objectives and strategies found on pages 6-9 are necessary to complete the project.

Arrangements have been made to have Ms. Susan Gunn serve as primary consultant to the project. Susan and I collaborated to develop this grant. Her expertise will be beneficial for successful implementation.

Susan will be at BCC on September 17, 1982 to meet with the planning committee. Would you please place on your calendar the following meeting date, time, and place:

September 17, 1982 - 9:30 a.m. - 12:00 noon
Conference Room - A-122A

Your suggestions and support of this effort are greatly needed to accomplish the objectives of this grant. Please respond as to your interest and commitment.

jm

Attachment

cc: ✓Dr. A. Perkins Marquess

September 10, 1982

REMINDER TO... Dr. Phil Bliss
Robert Blubaugh
Dr. Rogers Mansfield
Dr. James Schneider
Eugene Smith
Eddie Taylor
George Willis

PLANNING SESSION: "Training Mentors for Educational Counseling of Adult Learners" (310 Special Demonstration Project)

WHEN: Friday, September 17, 1982 - 9:30-12:00 a.m.

WHERE: Conference Room, A-122B

CONSULTANT: Ms. Susan Gunn, Florida Atlantic University

WE NEED YOUR HELP on SEPTEMBER 17th...to make this project a SUCCESS!

Allen Tough recommends that ..."a competent learning consultant" should be available to any person in a community who wants help in setting either life goals or learning objectives...learning consultants should also be provided by companies for their key personnel, and by associations for their members."

Project Objectives: Be thinking about how we can accomplish the following:

1. Develop and implement an Educational Mentor Training program for businesses and agencies in Brevard County.
2. Compile a directory of consistent educational opportunities.
3. Develop an educational counseling manual to be used in future training for the mentor program.
4. Develop a feedback mechanism to aid cooperating educational institutions in assessing learning needs.

Bette
Bette Singer

BACKGROUND INFORMATION

"Training Mentors for Educational Counseling of Adult Learners"

310 Special Demonstration & Training
Project - Federal Grant

Attention: The person making contact with businesses and community agencies can use the following information for discussion.

We have a special federal project sponsored through BCC that might fit some of your corporate needs. We are bringing in experts in the field of educational counseling to do training and help us coordinate our educational services with your company or organization. We are seeking to meet your employees present and future educational needs.

Basically, how it works is we will train or work with a person in your company in the areas of:

1. educational goal setting,
2. communications skills to use with employees,
3. understanding learning and educational needs of your employees,
4. provide information on all the educational options available in Brevard, both private and public.

What you will get out of this training is a person in your company or agency who is capable of doing educational counseling and a referral system that is company specific. Also, out of this project we are going to develop a directory composed of educational resources, public and private, that any member of your organization and the community can use.

You may be wondering what BCC is going to get out of this project. We will be better aware of employee educational needs, company or agency needs, and create a better cooperative working relationship. In other words, we want our programs to meet your human resources development needs!

What are we asking of you? Simply a person to be available for training, continued communication with us, and to provide us feedback. The most time this person will give is for two training sessions 6 hours each and a follow-up meeting in the spring for evaluation. Also, we would like for this person to maintain some simple evaluation records. YOU WILL HAVE A TRAINED on the job EDUCATIONAL COUNSELOR for your employees and prospective employees!

The training sessions will be on November 19, 1982, and January 28, 1983, during work hours.

___Are you interested?

___Need more information, send a flyer

___Is there someone else we need to contact?

___Call back later.

___Would like to sit down and talk more about this proposal. Come see me.

_____________When?

ULT COMMUNITY SCHOOLS
BREVARD PUBLIC SCHOOLS | BREVARD COMMUNITY COLLEGE

TIONAL EXCELLENCE
JGH COOPERATION

.. Perkins Marquess
ost, Open Campus
Community College
coa, FL 32922
632-1111

Kenneth Baker
ult Community Center
dy Middle School
edge, FL 32955
632-9502

harles Colman
lt Community Center
e High School
Beach, FL 32937
73-7011

erry Cooper
Community Center
e High School
e, FL 32901
3 / 723-4151

Gaslin, Principal
lt Community Center
le, FL 32780
58-1188

ugene Smith
t Community Center
land High School
tland, FL 32952
152-1110

Eddie Taylor
lt Community Center
Bay High School
urne, FL 32901
723-3031

. Carlton Teate
Wildlife Nature Center
ourne, FL 32935
259-2511

ence Thomas, Principal
Adult Community Center
bourne, FL 32935
254-5790

Mr. John Wigley
Adult Community Center
Cocoa High School
Cocoa, FL 32922
632-5302

Mr. George Willis
Adult Community Center
ver Junior High School
dialantic, FL 32903
724-5006

Dr. Philip Bliss
n, Continuing Education
CC Melbourne Campus
254-0305

Mr. Robert Blubaugh
Dean, Adult/Community Education
BCC Cocoa Campus
632-1111

Dr. Rogers Mansfield
Dean, Continuing Education
BCC Titusville Campus
269-5664

Dr. James Schneider
Dean, BCC Patrick Center
784-1911

(SAMPLE: INVITATIONAL LETTER FOR PARTICIPATION -
BUSINESS, INDUSTRY & COMMUNITY AGENCIES)

October 8, 1982

Vince Barber
Barnes and Barber, Inc.
333 King Street
Cocoa, FL 32922

Dear Mr. Barber:

Allow me to take this opportunity to introduce to you a special program which will be presented soon to key members of the business community and public sector in Brevard County. This program is Federally Funded, and is therefore offered at no cost to the participants.

The objective is twofold: First, to provide a comprehensive directory of all public and private educational resources which are available to employees who may need to develop or upgrade basic skills; second, to provide additional in-depth training to a key member of your staff who is in a position to counsel others with regard to educational goal setting, communications skills, and available programs. For a minimal investment of time, your company will have greatly enhanced the counseling and information resources available to your employees. In addition, you will have a better-trained staff as the result of the expertise gained by the participating individual.

The program will be presented by Art Burrichter, Ph.D., Director of the Adult Education Division of Florida Atlantic University, Dan Gardner, Ph.D., Director of the Human Resources Division of Florida International University, and Susan Gunn, M.A., Director of Federal Projects at Florida Atlantic University. We would very much like to have Barnes and Barber, Inc. involved in this program. If you would like to be, or desire any additional information, please do not hesitate to call. I look forward to hearing from you in the very near future.

Sincerely,

Elizabeth Singer

Elizabeth W. Singer, Coordinator
Adult Curriculum and Staff Development

EWS/jr

About your sponsor . . .

BREVARD COMMUNITY COLLEGE

Adult Education, operating through the Open Campus, offers programs and courses for adults, age 16 and older, in the areas of Adult Basic Education, G.E.D. preparation and testing, and high school completion, as well as courses to up-grade job skills, enhance competencies, community services, and for avocational interest. Special grants are at times acquired to promote staff development and training for instructors and persons in the community concerned with promoting continuing education. There are nine (9) Adult & Community Education Centers located throughout the county. Outreach courses are offered in community buildings.

Call for Information – 632-1111, Ext. 206-230

****

BREVARD COMMUNITY COLLEGE

Maxwell C. King, President

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Frank Burkett

Brevard Community College is an equal opportunity/ equal access institution.

Adult & Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

NON-PROFIT ORG.
U.S. POSTAGE
P A I D
Cocoa, FL
Permit No. 81

BREVARD COMMUNITY COLLEGE

Announcing

A MENTOR TRAINING PROGRAM

LEARNING + GROWING

Two Part Training Session

"TRAINING MENTORS as EDUCATIONAL ADVISORS for ADULT LEARNERS"

Presented to Businesses, Industries, and Community Agencies in Brevard County

A Program for Supervisors and Counselors in Contact with Adults Considering a Return to Education.

"EMPLOYEES ARE YOUR INVESTMENT... WE WANT TO HELP THAT INVESTMENT GROW!"

Announcing

Training Workshops for Business, Industry & Community Agency Personnel

TRAINING MENTORS as EDUCATIONAL ADVISORS of ADULT LEARNERS"

TRAINING SESSION 1
November 19, 1982
8:30 a.m. – 3:00 p.m.
Cocoa Campus Community
Dining Room

TRAINING SESSION 2
January 28, 1983
8:30 a.m. – 3:00 p.m.
Cocoa Campus Community
Dining Room

Do YOU have employees who want to return to further their education?

Do YOU have employees who need to further their education?

IF SO –

We are providing key personnel in your company or agency (counselor, manager, or supervisor) with an opportunity to enhance their skills in educational counseling of employees.

YOUR COMPANY or AGENCY can benefit from this training program by having personnel who . . .

- better understand adult learner needs
- are sensitive to adult learner needs
- can help adult learners with educational goal setting
- demonstrate active listening and communication skills

A MENTOR on the job can improve employee-employer relationships and help support the adult learner's life goals and functioning on the job . . . as a benefit to the company or agency.

If you would like to learn more about these workshops, or would like to register a person in your company/agency for training, please complete the form found in this brochure and return to Brevard Community College, Open Campus.

Registrations will be accepted through November 8, 1982.
Following the receipt of the registration, "Mentor Trainees" will receive information through the mail about the program to prepare them for their two-day training session.

****

PROGRAM CONSULTANTS

Dr. Arthur Burrichter
Florida Atlantic University
Boca Raton

Dr. Daniel Gardner
Human Resources Development
Florida International University
Miami

"MENTOR"-a close trusted and experienced guide who can provide information and psychological support to adults interested in continuing their education.

Ms. Susan Gunn
Florida Atlantic University &
Maransky Inc.
Boca Raton/Ft. Lauderdale

Mr. Theodore Davis, II
Management Consultant &
Executive Placement
Martin Associate, Melbourne

Yes! PLEASE REGISTER THE FOLLOWING PERSON FOR THIS TWO PART TRAINING SESSION:

"Training Mentors as Educational Advisors for Adult Learners"

Name ____________________

Firm/Agency ____________________

Firm/Agency Address ____________________

Title of Person Attending ____________________

Phone at Work ____________________

____ I will attend both Sessions (November 19, 1982, January 28, 1983)

Return To:
Elizabeth Singer,
Project Director
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

Tel: 632-1111, ext. 206
or 230

Preliminary Mailout Announcement #2

Training Session # 1 -
"Training Mentors as Educational Advisors of Adult Learners"

WHEN: Friday, November 19, 1982 - - 8:30 a.m. - 3:00 p.m.

WHERE: Brevard Community College, Cocoa Campus
"Community Dining Room" (Student Center)

AGENDA: (General)

8:30 - Coffee & Meeting New Friends

9:00 - Introductions . . . . Bette Singer, Project Director

- ☐ Origins & Objectives of Mentor Training
- ☐ Open Campus Adult Education Programs
- ☐ Meet Your Consultants

9:00 - "Change--What It Means to Be an Adult" . Dr. Dan Gardner, Ms. Susan Gunn

10:30 - Break 10:45 - Reconvene

12:00 - Lunch

12:45 - Film - "Private Lives"

1:15 - "Motivational Techniques to Bring Change in Adults" . . Mr. Theodore Davis, II

3:00 - End of Training Session # 1

NEXT SESSION: January 28, 1982. . . . . Dr. Art Burrichter, Ms. Susan Gunn

Call if you can't attend: 632-1111, ext. 206/230 (B. Singer)

Let's get together!

"TRAINING MENTORS AS EDUCATIONAL ADVISORS OF ADULT LEARNERS"

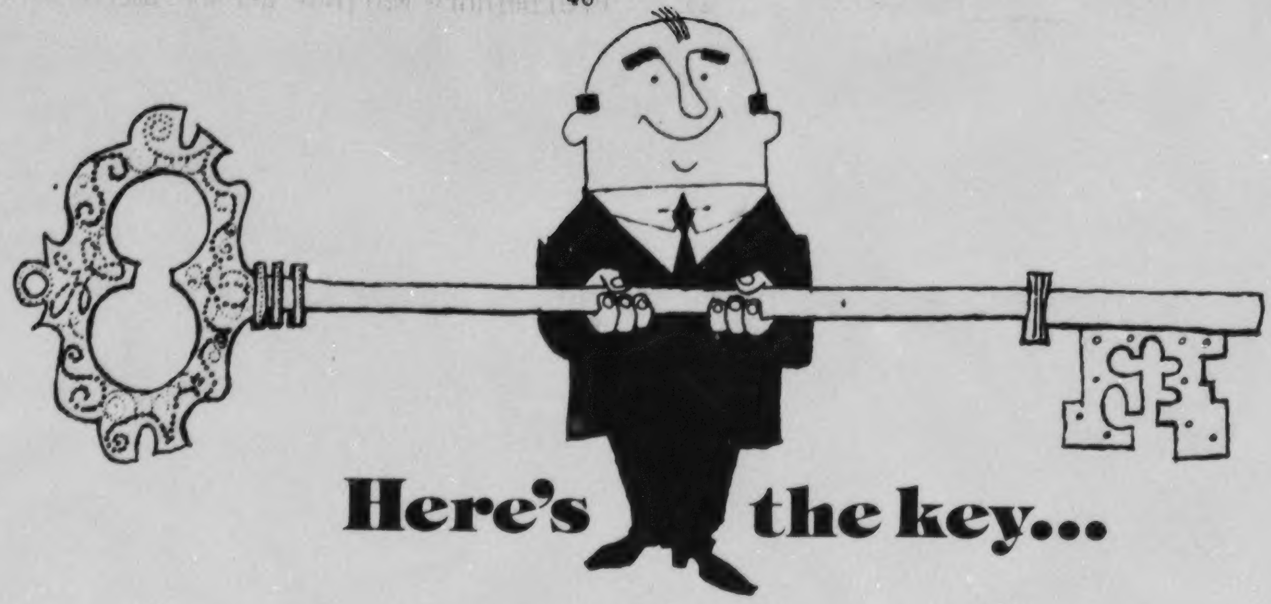
Training Session # 1 ☐ Open Campus ☐ November 19, 1982

BREVARD COMMUNITY COLLEGE

AGENDA

8:30 •	Coffee & Registration	
9:00 •	"Welcome"	Bette
9:05 •	"Time to Change"	Susan
9:25 •	Introduction to a 310 Special Demonstration Project	Bette
9:35 •	"Who is here?" "Why are we here?" "What is going to happen?"	Dan
10:05 •	BREAK and Getting Acquainted	
10:15 •	"Why people learn."	Susan
10:30 •	"What's in it for us?"	Dan
10:45 •	"What we now know."	Dan & Susan
11:15 •	"Identifying learners."	Dan
11:35 •	"What is YOUR ROLE?"	Susan
11:40 •	CONCLUSION/Wrap-Up	Dan & Susan
12:00 •	LUNCH on Your Own -Student Center Cafeteria	
12:45 •	FILM: "Private Lives"	
1:15 •	"Motivational Techniques to Promote Adult Learning"	Ted
3:00 •	Conclusion - Training Session # 1 Evaluation	

Training Session #2 - January 28, 1982. . . . Susan Gunn &
Art Burrichter


Here's the key...

"MENTOR TRAINING PROGRAM"

November 23, 1982

Dear

Thank you for participating in our first "Mentor Training Program" session on November 19. It is hoped that you have gained some information and techniques that will help you deal with promoting educational growth on the part of employees or clients you work with on a day-to-day basis.

In summary, our major goals for this special demonstration project are to (1) create a linkage or communications network between business/industry and community agencies regarding educational opportunities available in Brevard, and (2) assist you in increasing your knowledge about counseling adults in educational/career goal setting.

Having people like you in a company/agency who are commited to educational counseling and referral can be the key to meeting life changes occuring with adults and can promote increased productivity, better morale and self-confidence, release of stress and burnout, loyalty to a company, cohesiveness, and generally help people feel like they belong.

In many cases the person will come to you for the assistance he/she needs. There are times you will seek out those whom you feel may need your expertise in educational advisement. Whoever the person may be, employed or unemployed, the knowedge you have gained can be put to good use.

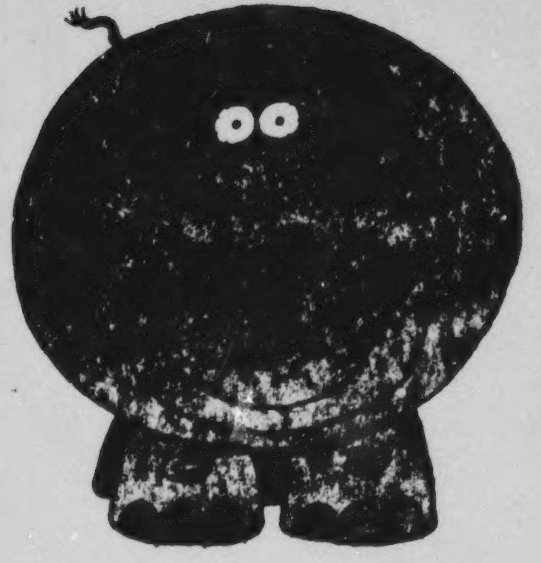
Adult Education has often used the slogan, "I CARE!" Your participation and commitment to the "Mentor" role through these training sessions certainly indicates that you and your company/agency CARES!

We are open to suggestions. Would you please complete the enclosed evaluation form and return within a week so that we can make the next session one that is directed toward your current needs for training.

We look forward to seeing you again on JANUARY 29, 1983.

Bette

Preliminary Mailout Announcement #1



ANOTHER BIGGIE!

"Training Mentors as Educational Advisors of Adult Learners"

ANNOUNCING. . . January 28, 1983 Session

Dear

Enclosed is a summary report on the "Mentor Training Program" training session held on November 19, 1982 at Brevard Community College, Cocoa Campus. This summary was compiled in order for you to have a reference regarding events that happened on that day.

The next training session on January 28, 1983 promises to give you practical techniques and a lot of personal involvement in counseling and interviewing adults. Your evaluations of the first session were used to design activities and choice of subject matter. After lunch you will have an opportunity to meet and listen to different presenters who will discuss adult and community education, continuing education, and college program offerings at BCC, Patrick, Florida Institute of Technology and the University of Central Florida.

This session promises to be one that will give you an opportunity to learn "what you have always wanted to know" about promoting lifelong learning!

If you plan to attend, please complete the form below and return before January 19, 1983. You may call in your reservation if you prefer (632-1111, ext. 206/230).

We look forward to seeing you on JANUARY 28, 1983 at Brevard Community College, Cocoa Campus, in the Community Dining Room located on the north side of the Student Center. The session starts at 9:00 a.m. and will end at 3:00 p.m.

YES! Please register the following person(s) for the January 28, 1983 training session "Training Mentors as Educational Advisors of Adult Learners"

Name ______________________

Firm/Agency ______________________

Title of Person Attending ______________________

Business Phone ______________________

Return to:

Elizabeth Singer
Brevard Community College
1519 Clearlake Road
Cocoa, Fl 32922

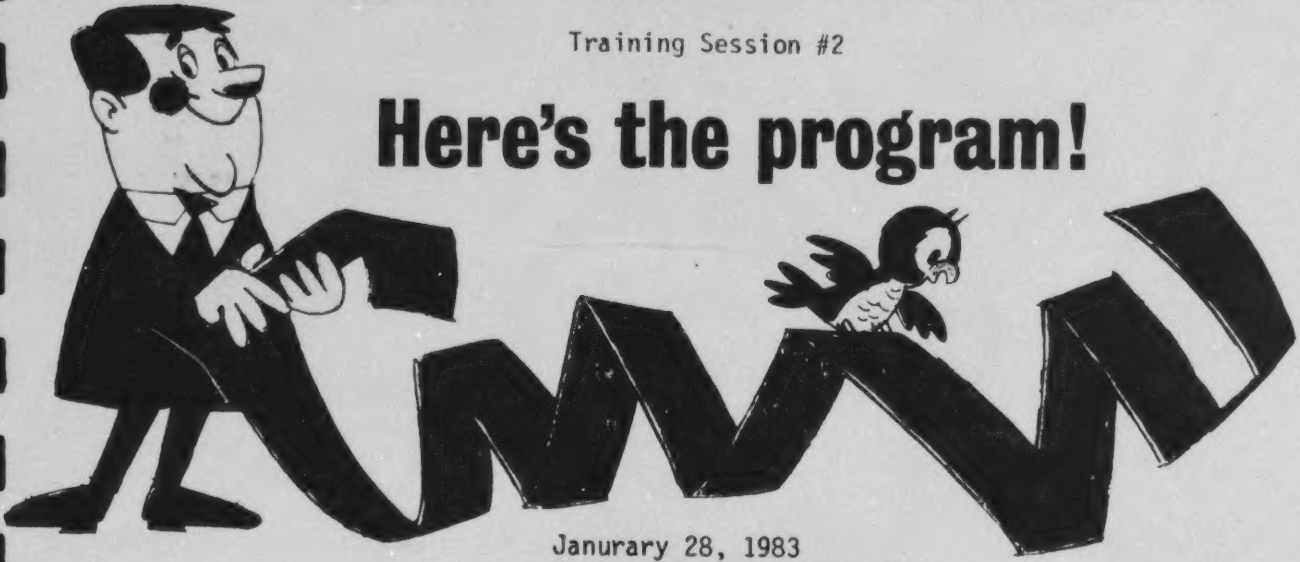
Phone: 632-1111, ext. 206/230

Consultants:

Dr. Art Burrichter
Ms. Susan Gunn
Special Guests from Educational Institutions

"TRAINING MENTORS AS EDUCATIONAL ADVISORS OF ADULT LEARNERS"

Training Session #2


Here's the program!

Janurary 28, 1983
Brevard Community College
Cocoa Campus

AGENDA:

8:30 - Registration & Coffee

9:00 - Introductions/Project's Progress . . . . Bette

9:15 - Review of Where We've Been . . . . Susan
*Change
*The Mentor Role
*Network/Resources
*Barriers to Networking

9:30 - Where Are We Going? . . . . .Art
*Review of Today's Agenda
*What YOU Want

9:45 - "You Are What You Think...You Are What You Feel." . . . . Art

10:15 - BREAK

10:30 - Creative Problem Solving - The Process & Practice . . . . Art & Susan

11:15 - Analysis of Process & Practice - Creative Problem Solving . . . Art

11:30 - Helpful Types of Advising and Counseling . . . . Art
*Giving and Receiving Feedback

12:00 - LUNCH in the Cafeteria

12:45 - PANEL OF EDUCATORS - "Educational Options for Adults" . . . . . Panel

1:45 - Practice-Using Your Knowledge & Resources . . . . Susan

2:30 - "What Else Do YOU need?" . . . . Art & Susan

2:45 - EVALUATION . . . . Bette

3:00 - End of Training Session #2

A summary report of this session will be mailed to each participant. Each participant will receive one copy of the "Educational Directory" by mail or personal delivery. DON'T FORGET to return the evaluation form attached to the DRAFT COPY of the DIRECTORY that you received today.

RETURN TO: Bette Singer, BCC

Invitation

TO JOIN the Advisory Group for BREVARD COMMUNITY COLLEGE'S Special Demonstration Project . . . .

"Training Mentors as Educational Advisors of Adult Learners"

Brevard Community College is interested in training a person who is capable of doing educational counseling as well as create a referral system that is company/agency specific. Also, out of this project an "Educational Directory" composed of Brevard County's educational resources will be developed which can prove useful to any organization and community member.

We are seeking to establish a feedback mechanism that will benefit the community; a system that meets human resources development needs, and create a better cooperative working relationship with the community college and local businesses, industries, and community agencies.

"Employees are an INVESTMENT...We want to help that investment GROW!"

- -

"The Mentor Training Program"

NAME____Business Phone__________

TITLE____

AGENCY/COMPANY____

ADDRESS____

____I will participate on the Advisory Group

____I will send a representative to participate*

*Name_____________________________Title_______________________

Send to: Elizabeth Singer, Brevard Community College, 1519 Clearlake Road
Cocoa, Fl 32922 Phone: 632-1111, ext. 206/230

JARD ADULT COMMUNITY SCHOOLS
BREVARD PUBLIC SCHOOLS
BREVARD COMMUNITY COLLEGE
ATIONAL EXCELLENCE
OUGH COOPERATION

A. Perkins Marquess
ovost, Open Campus
rd Community College
Cocoa, FL 32922
632-1111

lr. Kenneth Baker
Adult Community Center
nedy Middle School
kledge, FL 32955
632-9502

Charles Colman
dult Community Center
llite High School
e Beach, FL 32937
773-7011

Terry Cooper
ult Community Center
rne High School
urne, FL 32901
963 / 723-4151

th Gaslin, Principal
ult Community Center
lle, FL 32780
68-1186

ugene Smith
Community Center
nd High School
nd, FL 32952
2-1110

ldie Taylor
Community Center
y High School
ne, FL 32901
13-3031

arlton Teate
dlife Nature Center
rne, FL 32935
159-2511

e Thomas, Principal
lult Community Center
urne, FL 32935
254-5790

, John Wigley
ult Community Center
oa High School
coa, FL 32922
632-5302

r. George Willis
dult Community Center
r Junior High School
alantic, FL 32903
724-5006

Dr. Philip Bliss
Continuing Education
Melbourne Campus
254-0305

r Robert Blubaugh
lult/Community Education
BCC Cocoa Campus
632-1111

Dr Rogers Mansfield
n, Continuing Education
CC Titusville Campus
[illegible]

Dr. James Schneider
Dean, BCC Patrick Center
[illegible]

(SAMPLE - ADVISORY COMMITTE INVITATIONAL LETTER)

October 13, 1982

Ms. Earlene Wesley, Director
Welfare Department
Merritt Island Branch Courthouse
2575 N. Courtenay Parkway
Merritt Island, FL 32952

Dear Ms. Wesley:

Brevard Community College, Open Campus, has received a special grant to provide training seminars related to meeting the educational needs of employees in Brevard's businesses, industries, and community agencies. The project's title is "Training Mentors as Educational Advisors for Adult Learners." Key personnel are being targeted to participate in two training sessions set for November 19, 1982, and January 28, 1983. Basically, participants will be trained to assist employees in 1) setting educational goals, 2) developing their own communication skills to use with educational counseling of employees, 3) better understanding learning and educational needs of employees, and 4) providing information on all the educational options available in Brevard, private and public.

You are being asked at this time to serve on an advisory committee with options for participation in the training sessions. This advisory group will assist the project director in 1) establishing business and community agency educational needs for employees, and 2) helping with the development of a feedback mechanism between educational institutions and the community.

If you or a designee can participate on this advisory group to the project, please let me know by sending in the attached form or a phone call will suffice. There will be two meetings of the advisory group, one this fall and one in the spring.

Thank you for any cooperation you can afford to offer us in making this special demonstration project successful in meeting the educational needs of our community.

Sincerely,

Bette

Elizabeth Singer, Coordinator of Adult Curriculum
and Staff Development, Open Campus

ES/dg

Attachment

ADVISORY GROUP . . . How you can help.

1. Evaluation Processes?

2. Feedback Mechanisms?

☐ How do we assure that what participants learn will be used effectively or at all?

☐ How do we assess (without "overload of paperwork") that the target groups are being counseled about educational options?

☐ How do we do follow-up on employees who take advantage of a "mentor" at a given site?

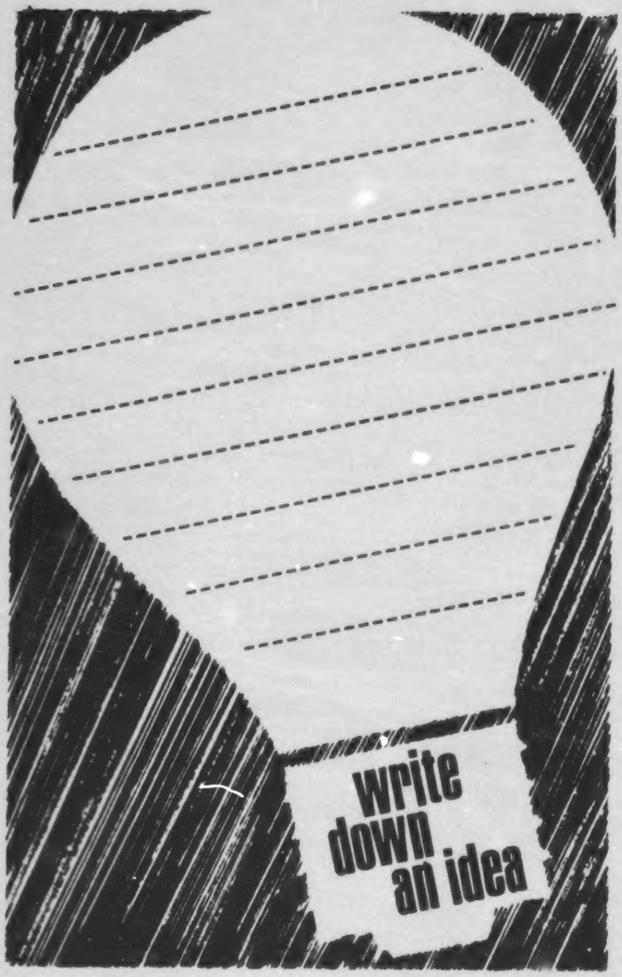
☐ What other ideas do you have about the "Educational Directory?"

☐ How can we continue this type of training for the community with minimal costs?

HELP!

"Training Mentors as Educational Advisors of Adult Learners"

Please...



Send to: Bette Singer, Open Campus
BCC, 1519 Clearlake Road
Cocoa, FL 32922

OR CALL. . . 632-1111, ext. 206/230

BREVARD COMMUNITY COLLEGE

August 26, 1982

Ms. Susan Gunn
Florida Atlantic University
Boca Raton, Fl 33432

Dear Susan:

Thanks so much for agreeing to assist Brevard Community College, Adult Education Division, with its 310 Special Demonstration Project, "Training Mentors for Educational Counseling." We look forward to seeing you on September 16 and 17.

I have arranged a meeting with the initial planning committee for 9:30 a.m. to 12:00 noon on September 17 in the conference room in the Administration Building of the Cocoa Campus, #A-122. It is hoped that you can arrive on Wednesday evening or early Thursday morning so that you and I can have time for planning (Of course you will stay at my house).

Attached is a supplemental consultant contract. Please complete and return to me for processing. A copy of the 310 Grant is also attached.

I would appreciate suggestions prior to our meeting. After reviewing the Grant, perhaps you can give pointers on who should be at the meeting on Friday other than the ones listed in the memorandum. Any help will be gratefully received!

Give my love to Winston and Nora. I look forward to hearing from you soon.

With Affection,

Bette

ES/jm

Attachments

Cocoa Campus
Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

Melbourne Campus
3865 North Wickham Road
Melbourne, Florida 32935
(305) 254-0305

Titusville Campus
835 Sycamore Street
Titusville, Florida 32780
(305) 269-5664

BREVARD ADULT COMMUNITY SCHOOLS
BREVARD PUBLIC SCHOOLS | BREVARD COMMUNITY COLLEGE

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Dr. A. Perkins Marquess
Provost, Open Campus
Brevard Community College
Cocoa, FL 32922
632-1111

Mr. Kenneth Baker
Dean of Adult Community Center
Kennedy Middle School
Rockledge, FL 32955
632-9502

Dr. Charles Colman
Dean of Adult Community Center
Satellite High School
Satellite Beach, FL 32937
773-7011

Mr. Terry Cooper
Dean of Adult Community Center
Melbourne High School
Melbourne, FL 32901
727-3963 / 723-4151

Mr. Kenneth Gaslin, Principal
North Area Adult Community Center
Titusville, FL 32780
268-1188

Mr. Eugene Smith
Dean of Adult Community Center
Merritt Island High School
Merritt Island, FL 32952
452-1110

Mr. Eddie Taylor
Dean of Adult Community Center
Palm Bay High School
Melbourne, FL 32901
723-3031

Mr. Carlton Teate
Director, Wildlife Nature Center
Melbourne, FL 32935
259-2511

Mr. Clarence Thomas, Principal
South Area Adult Community Center
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254-5790

Mr. John Wigley
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Dean, Adult/Community Education
BCC Cocoa Campus
632-1111

Dr. Rogers Mansfield
Dean, Continuing Education
BCC Titusville Campus
269-5664

Dr. James Schneider
Dean, BCC Patrick Center
784-1911

November 22, 1982

Dr. Dan Gardner, Assistant Professor
of Adult Education
Division of Educational Leadership and
Human Resource Development
Florida International University
Tamiami Trail, Miami, Fl 33199

Dear Dan:

It was our pleasure to have you as consultant to the "Mentor Training Program," 310 Special Demonstration Project, on Friday, November 19, 1982. Although the turnout wasn't as great as expected, the group present was responsive and appeared appreciative of yours and Susan's remarks.

An evaluation form will be mailed out this week along with follow-up phone calls. Once this data is in, I will share it with you. You should be receiving your poster information on "Organizational Analysis" within a few days.

Dan, thanks so much for all your help. I hope Ellen is feeling much better. Wishing you both the best.

With affection,

Bette

Bette Singer, Coordinator of Adult Curriculum
and Staff Development

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632-1111

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Dean, Continuing Education
BCC Titusville Campus
269-5664

Dr. James Schneider
Dean, BCC Patrick Center
784-1911

November 22, 1982

Mr. Ted Davis
Martin Associates, Inc.
2752 Aurora Road
Melbourne, FL 32935

Dear Ted:

It was our pleasure to have you as a major consultant for the "Training Mentors as Educational Advisors of Adult Learners" on Friday, November 19, 1982. Although the turnout of participants wasn't as great as expected, the group present appeared appreciative and responsive to your presentation on "Motivation Techniques for Adult Learners."

An evaluation form will be mailed out this week and follow-up telephone assessments made next week with participants. It would be appreciated if you would contact those people in business and industry who had given you commitment to attend and didn't appear at the session.

I plan to do preliminary planning in Fort Lauderdale with Art and Susan before the January meeting. At this point, I'm looking to design the program in such a way that new participants can benefit even though they didn't attend the first session.

At your convenience, perhaps we can arrange time to discuss further plans for more participation of business and industry in the January program.

Thanks again for the help and support given to this special demonstration project by you and Martin Associates.

Sincerely,

Bette

Bette Singer, Coordinator of Adult Curriculum
and Staff Development

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632-1111

Dr. Rogers Mansfield
Dean, Continuing Education
BCC Titusville Campus
269-5664

Dr. James Schneider
Dean, BCC Patrick Center
781-1911

January 31, 1983

Dr. Art Burrichter, Director
Adult Education Programs
Florida Atlantic University
Boca Raton, Fl 33432

Dear Art,

Although there hasn't been time to thoroughly access the impact of Brevard Community College's "Educational Mentor Training Program," it can truefully be said that the January 28 training session was a definite success. You and Susan were well attuned to the participants' needs and performed tasks with your usual skill. The evaluations were all marked in the upper percentile with favorable comments made expecially relating to your presentation.

I wish we could have had more time together before and after the workshop to exchange ideas and do some self-evaluation. The one thing I will need help with from you is the development of the "Educational Mentoring Handbook." I have been giving some thought to this and will share ideas with you in a few weeks.

Let me know of any suggestions you have for wrapping up this project. I greatly appreciate your assistance and continuing support of adult education programs in Brevard County. Without your expertise, we in the field would be sadly lacking.

I look forward to seeing you again soon and sharing the results of the project.

With affection,

Bette

Elizabeth Singer, Coordinator
Adult Curriculum and Staff Development

ES/jm

p.s. Your "contract" was mailed out under separate cover. I apologize for forgetting to have this signed by you on Frida

November 15, 1982

Dear

Thank you for your cooperation and participation on the "Mentor Training Program" Advisory Committee which met on November 10, 1982. Melissa and I found it very helpful to have a "captive" audience that was willing to give feedback and express enthusiasm about this special demonstration project.

It is hoped that you will find time to visit with us at the first training session on November 19th from 8:30 a.m. to 3:00 p.m. in the Student Center Community Dining Room. Several people on the Advisory Committee will be participating in the training sessions.

Our spring meeting promises to be more informative with an opportunity for those who were involved in the training sessions to share some of their experiences.

Please let us know of any ideas you have about how we can establish a meaningful follow-up system with the trainees.

Bette Singer
Bette

We Proudly Present...

BREVARD COMMUNITY COLLEGE
Open Campus

January 28, 1983

PANEL: "Educational Options for Adult Learners in Brevard County"

PRESENTERS	TOPICS
Mrs. Barbara Jenkins Outreach Teacher/Recruiter/Counselor Adult Basic Education	ABE Outreach
Mr. John Wigley, Dean Adult/Community Education Cocoa Adult Community Education Center	G.E.D. and High School Completion Programs
Mr. George Willis, Dean Adult/Community Education Hoover Adult Community Education Center	Community Education
Dr. Rogers Mansfield, Dean Adult/Continuing Education North Area Community Education Center	Continuing Education
Dr. A. Perkins Marquess, Provost Open Campus	BCC Programs
Mr. Murray Gunar, Director Educational Services Patrick Air Force Base Military Ed.	Patrick Programs Military and Civilian Extension Programs
Dr. Robert Westrick, Director Brevard Campus University of Central Florida	University of Central Florida Extension Programs
Dr. James Stoms, Dean School of Management and Humanities Florida Institute of Technology	Florida Institute of Technology Programs

BREVARD COMMUNITY COLLEGE

OPEN CAMPUS

January 31, 1983

Dear

Brevard Community College, Open Campus, extends to you a special thank you for participating in its "Educational Mentor Training" session on January 28, 1983.

Your part on the "Educational Panel of Program Options for Adults" was well received by the trainees. We are sorry there was not enough time available for a question and answer period. However, with the verbal information and abundance of literature, the participants seemed well informed about your program.

Your evaluation and response to the new "Brevard County Director of Educational Options for Adults" will be greatly appreciated. It is anticipated that our programs for postsecondary students will be enhanced by this special demonstration project and its assessment of community needs in the area of education.

Sincerely,

Bette

Elizabeth Singer, Coordinator
Adult Curriculum and Staff
Development

ES/jm

M72 — IDEA ART

MENTOR TRAINING EVALUATION FORM

November 19, 1982

"Training Session"

NAME:________________________________Company/Agency_____________________________

1. Did you report on the workshop to your company or agency? ____Yes ____No

If yes

to individuals: No. of people ___

in a meeting: No. of people ___

in a written report: ___Yes ___No

2. Did you discuss the project/training session with people from other companies or agencies? ____Yes ___No

If yes: List name(s) of company or agency and give contact person if interest was expressed. (Also list possible participants in the January 28th session).

____

____

____

3. Do you feel that the "Educational Directory" will be of use to you in your "mentoring" role? ____Yes ____No ____Possibly

4. Which levels of educational assistance will be most involved in referrals you plan to make:

Basic Skills Education __Yes __No

High School Completion ___Yes __ NO

Increase Competencies Beyond High School Level ___Yes __No

In-house Training ____Yes ___No

Others:____

5. What topics (mentoring) presented at the workshop were most useful?

	USEFUL	NOT USEFUL
Definition of Mentoring	_____	______
Educational Resources	_____	______
Motivational Techniques	_____	______
Communication Skills	_____	______
Career Goal Setting	_____	______
Psychology of Adult Learning	_____	______
Techniques for Mentoring	_____	______
Group Activities	_____	______
Packet Information	_____	______
FILM "Private Lives"	_____	______

6. On which topics would you have liked more materials or information?

____

(OVER)

7. Is your company or agency interested in promoting an informal "mentoring program?"

_____Yes __No ___Possibly

If yes,

does this involve training more people in your company/agency? ___Yes ___No

have you train the people in your company/agency on "mentoring?"

___Yes ___No

8. Which of the following suggestions for a "feedback mechanism" do you feel would be the most practical and workable?

___a periodic mailout from our office providing you a "checklist" of activities for you to mail back to us.

___follow-up phone calls requesting information.

___personal visits with you to discuss progress.

OTHERS: ____

9. Suggestions of topics or information you would like explored in the January 28th training session.

____

____

____

10. Do you plan to attend the January 28th session?

___Yes ___No ___Possibly

THANK YOU. . . for participating in this Special Demonstration Project.

Please place this evaluation in the enclosed/self-addressed envelope and return within a week. Your reactions are important to our next training session.

Bette

EVALUATION FORM

January 28, 1983

TRAINING SESSION #2: "The Mentor Training Program"

Read through the evaluation. Circle your response with (1) being LOW and (5) being HIGH. Turn in before leaving today. THANK YOU!

1. To what extent did the total program help you assume the educational mentor role? 1 2 3 4 5

2. To what extent was the following information useful?
   - a. Review 1 2 3 4 5
   - b. Thinking/Feeling . . . 1 2 3 4 5
   - c. Problem Solving 1 2 3 4 5
   - d. Advising/Counseling . . 1 2 3 4 5
   - e. Panel 1 2 3 4 5
   - f. Practice 1 2 3 4 5

3. How would you rate your participation? 1 2 3 4 5

4. How would you rate the speakers' overall effectiveness?
   - a. Susan 1 2 3 4 5
   - b. Art 1 2 3 4 5
   - c. Panel 1 2 3 4 5

5. How would you rate the communications and overall planning of the "Mentor Training Sessions?" 1 2 3 4 5

6. To what extent will you use the information presented? . 1 2 3 4 5

7. COMMENTS & CONCERNS:

THANK YOU FOR PARTICIPATING IN THIS 310 Special Demonstration Project.

In Touch

Hot off the Computer...

Dear

Thank you for your support and participation in the Special Demonstration Project, "Training Mentors as Educational Advisors of Adult Learners." As you may recall, one of the major components of this project was to create a feedback mechanism between adult education programs and your business, industry, or agency. We would like to know if the training has proved beneficial and whether you are applying any of the new knowledge acquired about educational options and educational goal setting with employees or clients.

Would you please complete the enclosed "Educational Mentoring Linkage" form and return in the self addressed, stamped envelope by May 1, 1983.

Other information provided with this letter to enhance your educational mentoring role are:

1. "Brevard County Directory of Educational Options for Adults"
2. "A Quick & Handy Guide to Educational Mentoring"
3. Newspaper - "Learning Times"
4. Pamphlet - "Functional Literacy: Knowledge for Living"

You were mailed under separate cover an "Adult Community and Continuing Education Newsletter" the latter part of March. Would you please let us know if this newsletter was helpful and what you would like to see added in a new one being published in the fall.

I look forward to hearing from you and to receiving your reactions to these publications from the Adult Community and Continuing Education Program, Brevard Community College.

Sincerely,

"Kettie"

Elizabeth Singer, Coordinator
Adult Curriculum and Staff Development

BREVARD COMMUNITY COLLEGE
Open Campus

Educational Mentoring Program: Follow-Up Evaluation

NAME ______________________________

Company/Agency ______________________

Please complete the following checklist follow-up evaluation and return in the stamped self-addressed envelope by May 1, 1983. Thank you for your cooperation.

1. I have used knowledge/skills and information obtained in the educational mentoring training program.

   _____Often _____Moderately/Occasionally _____Rarely

2. The information I received that I liked/use the most (Check those that apply):

   _____"Director of Educational Options for Adults"
   _____"Quick & Handy Guide to Educational Mentoring"
   _____Handouts from local schools/colleges presented at workshops
   _____Handouts provided in registration packets
   _____Newsletter: "Adult/Community & Continuing Education" Spring, 1983
   Open Campus

   Information presented by:

   _____Dr. Art Burrichter _____Susan Gunn _____Dr. Dan Gardner _____Ted Davis
   _____Educational Panel _____Bette Singer _____Handouts from local schools/colleges
   _____Handouts/registration packet

3. I have used information obtained from this program and helped the following number of people with educational goal setting and referral:

   _____Employees _____Clients _____Friends _____Relatives

4. What was the response/reaction of co-workers to the "Brevard County Directory of Educational Options for Adults?"

   _____Excellent reference
   _____Moderate usefulness
   _____No value

   Estimated number of people who used it: _______

5. What is the response/reaction of yourself and co-workers to the "Quick & Handy Guide to Educational Mentoring?"

   _____Excellent reference
   _____Moderate usefulness
   _____No value

   Estimated number of people who have read it: ______

6. My company/agency is interested in promoting educational mentoring and would like to keep continued contact with the Open Campus Office about future involvements.

   _____Yes, definitely _____Moderate interest _____Little or no interest

Clerical Research Specialist - Part-time

Job Description:

Classification: Clerical 20 weeks
545- $850.00 set
Hours flexible as needed

This position is created under code 2132001030334 - 310 Special Demonstration and Teacher Training Project,as a part-time for 1982-83. The purpose of this position is to give support to the objectives of this special grant.

The following duties will be required:

1. Make contact with all post-secondary institutions in Brevard County for the purpose of compiling an educational directory. Both public and private institutions will be sort for this listing.
2. Develop the rough draft of the educational directory.
3. Assist with setting-up the two training sessions to be conducted under the project.
4. Do telephone follow-up with participants in the project. (Right before the training sessions to assure attendance).
5. Assist with follow-up information distribution.
6. Do the typing of the draft copy - educational directory.
7. Be in charge of audio-taping of each training session.
8. Assist with typing of summary reports of training sessions and compile data for final reports.
9. Perform other research duties as necessary to the project.

GREAT REASONS WHY...

BREVARD COMMUNITY COLLEGE
Open Campus
1519 Clearlakd Road
Cocoa, FL 32922

INFORMATION REQUEST

TO: Adult Post-secondary Institutions, Vocational Training Centers, Public/Private Training Schools, Schools for Job Training

FROM: Brevard Community College, Open Campus

RE: Compiling of a Brevard County Educational Directory for Adults

Brevard Community College has received a special federal grant from the Department of Adult & Vocational Education to assist us in compiling an Educational Directory of all the adult schools, post-secondary schools (public and private), and vocational training programs offered to adults throughout our community. This directory will include information relative to the types of educational and training programs available to adults, descriptions of each institution's special services, cost factors, and contacts for counseling and registration.

The purpose of this directory is to expand available information about educational opportunities within our county. The directory will be designed for adults who are considering continuing their education or up-grading job skills. It will assist them in choosing the most appropriate educational options. The groups to receive the directory are businesses, industries, community agencies, and libraries. Those institutions listed in the directory will receive free exposure to the community and a copy of the final product.

In order that we may have complete information, would you please complete the attached form and return it in the stamped envelope. We appreciate your assistance with this project and are confident that it will prove beneficial to both the community and your institution.

Elizabeth Singer, Project Director   632-1111, ext. 206/230

INFORMATION REQUEST EDUCATIONAL DIRECTORY for BREVARD COUNTY

INSTITUTION NAME: ______________________________

Address: ______________________________
Box Street City Zip

CONTACT PERSON: ______________________________

Title: ______________________ Department: ______________

Telephone: ______________________

BRIEF DESCRIPTION OF EDUCATIONAL PROGRAMS:

SPECIAL EMPHASIS: (Include degrees that can be earned or licenses, etc.)

Admission Requirements:

Tuition Costs/Registration Fees:

Check the Following When Applicable:

___V.A. Approved
___Facilities for Handicapped
___Financial Aid (______________________ Contact Person) (__________ Tel.)

SPECIAL SERVICES

___Academic
___Job Placement
___Career Counseling
___Study Skills/Re-entry Workshops
___Learning Labs/Remediation
___Certificate by State Testing
___License by State Testing
___Basic Skills Education
___G.E.D. Prep
___Communication Skills
___High School Diploma
___Proficiency Examinations
___Examination for Credit
___Graduate Programs

ADDITIONAL COMMENTS:

NOTE: Please return by October 22, 1982
THANK YOU!

Elizabeth Singer
Brevard Community College
1519 Clearlake Rd., Cocoa, FL 32922

BREVARD COUNTY EDUCATIONAL DIRECTORY

"Publicizing Your Programs"

Would you please provide us with at least 50 copies of your catalog, brochures, or any descriptive information about educational opportunities and training your institution offers. This information will be on display to key personnel in businesses, industries, and community agencies, participating in up-coming training sessions entitled, "Training Mentors as Educational Advisors of Adult Learners."

Please indicate below the preferred way that you would like to send this material:

_____I will mail this material to you directly.

_____Would you have someone pick up this material at the following office and address:

____

____

____

____

Tel: 632-1111, ext. 230/206 - You may call us for pick up if you prefer.

Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

BREVARD COUNTY EDUCATIONAL DIRECTORY

Evaluation and Critique

The "Brevard County Directory of Educational Options for Adults" was developed under a federal 310 Special Demonstration Project entitled "Training Mentors as Educational Advisors of Adult Learners." This project provided training sessions for key personnel in business, industry, and community agencies to increase their knowledge about educational options available for adults in the county, enhance competencies related to counseling/advising adults who need or want a return to schooling, and create a network referral system between business, industry, and community agencies with educational institutions. An "educational mentor" on the job attuned to adult learner needs and knowledgeable about educational programs could improve employee/employer relationships and stimulate personal growth on the part of employees.

This draft copy of the educational directory is being given limited exposure for evaluation pruposes before the final printing and distribution to the community.

You are being asked to evaluate and critique the directory as to overall appearance, form, style, and correct information. Your suggestions for improvement are important to creating a final product that can be useful to adults and educational counselors, as well as represent the college.

Please take time to review carefully this directory and complete the attached form. Return the form to:

Bette Singer, Open Campus
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

In order to prepare for printing by March 1st, please return the form by FEBRUARY 15th.

Return To: Bette Singer

Open Campus, BCC
1519 Clearlake Road
Cocoa, FL 32922

BREVARD COUNTY EDUCATIONAL DIRECTORY
Evaluation/Critique Form

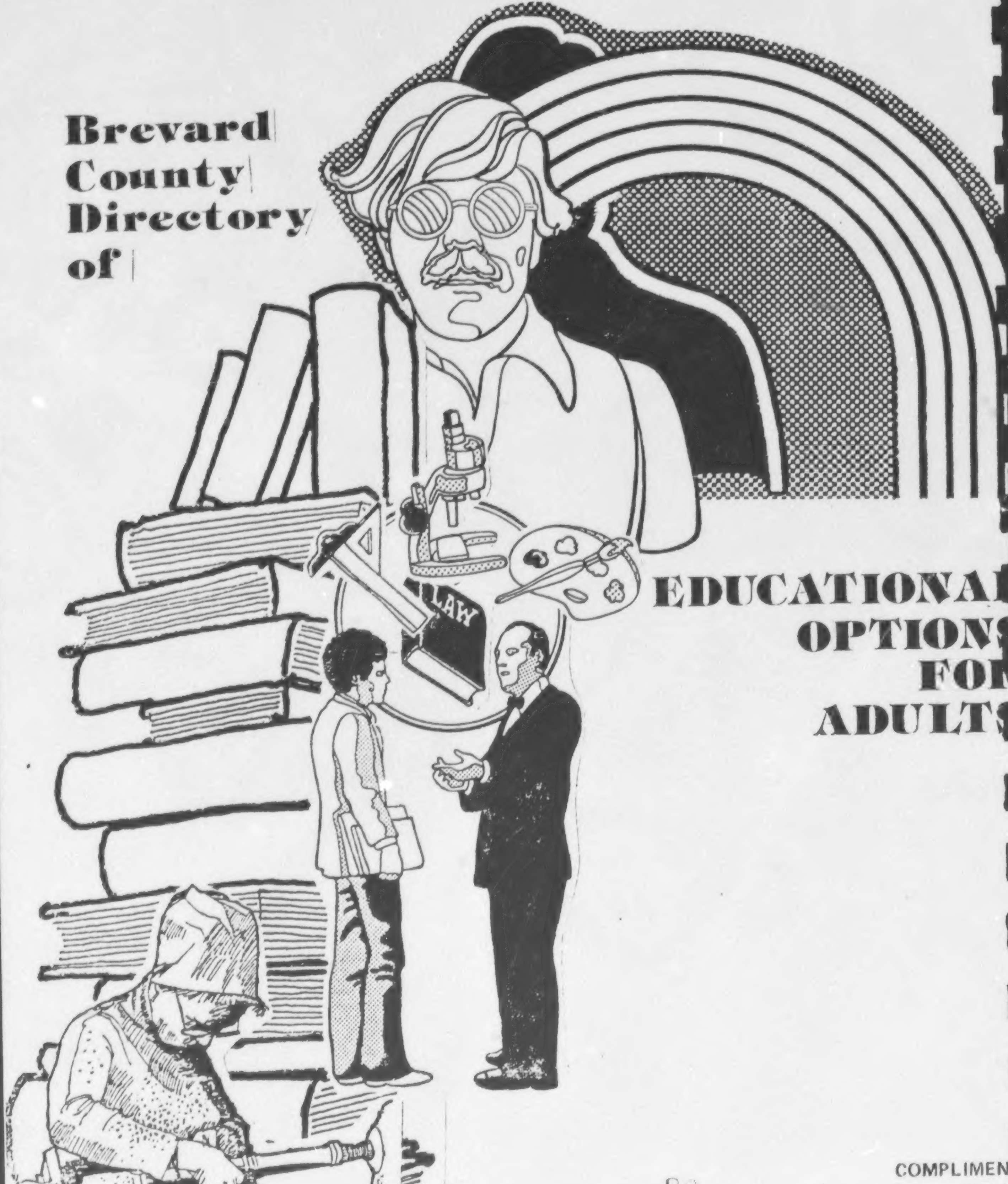
Please Return By:
February 15th

Please complete all questions with a check. Add comments/suggestions as needed. Use back of this form as additional space for comments/suggestions.

1. COVER (front & back, general layout): ___good ___fair ___see suggestions for improvement
2. INTRODUCTION (i) & Table of Contents (ii,iii): ___good ___fair ___see suggestions for improvement
3. SECTION I (1-12): ___good ___fair ___see suggestions for improvement/corrections
4. SECTION II (11-17): ___good ___fair ___see suggestions for improvement/corrections
5. SECTION III (18-23): ___good ___fair ___see suggestions for improvement/corrections
6. SECTION IV (24-36): ___good ___fair ___see suggestions for improvement/corrections
7. SECTION V (37-59): ___good ___fair ___see suggestions for improvement/corrections
8. SECTION VI (60-81): ___good ___fair ___see suggestions for improvement/corrections
9. READABILITY: ___good ___fair ___see suggestions for improvement/corrections
10. USEFULNESS AS A REFERENCE: ___good ___fair ___see suggestions for improvement

GENERAL COMMENTS:

Brevard County Directory of



EDUCATIONAL OPTIONS FOR ADULTS

COMPLIMENT
OF TH
OPEN CAMP
BREVARD COMMUNITY COLLEG

U.S. STATISTICS ON ADULT POPULATION
TRENDS

Year 2000 ------------------------Dominant Age Group will be 30 -40 years of age

1900 - 1970 ----------------------Children under 15 - largest age group

Year 2000 ------------------------43% will be under 29 as compared with 52% in 1970

45 - 64 year olds ----------------42 million - which is 20% of population (current)

65 years & older -----------------10% of population --22 million in 1980

1978 -79 -------------------------Approximately 60 million adults 25 years & older attended school

****** 50% of 50 year old men & 58% of 50 year old women recently took classes or course work.

24% (1/4th) of 70 year old men & 35% (1/3rd) 70 year old women had recently taken courses.

The PHENOMENON is know as LIFELONG LEARNING.

REASONS FOR ADULTS RETURNING TO EDUCATION

1. No practical reason to retain an inherited value system that limits education to the young and locks the not-young into production and then retirement.
2. People have discovered they can be multi-participatory rather than restricted about life's activities.
3. Human impluses are to GROW, to find SECURITY, and experience the NEW.

NEED TO GROW,..... "One Fundamental Need"... according to Carl Rogers.

☐ JOB CHANGE (Most adults will be employed in 6 to 8 different jobs in a lifetime).

☐ ACQUIRE NEW SKILLS (Breakneck pace of technological advancement - 5 year life span before becoming obsolete).

Recent Study reveals that 40 million adult Americans experiencing a career or job transition.

*****60% plan to avail themselves of additional education.

☐ QUALITY OF LIFE (Physical and material well-being, relations with other people, social, community, & civic activities, personal development & fulfillment, and recreation).

A NEED EXISTS.....

ADULTS SPONTANEOUSLY PARTICIPATE IN LEARNING EXPERIENCES

"Learning Project"..... according to Tough

"A highly deliberate effort to gain and retain certain knowledge, skills or to change in some other way."

☐Adults on the average conduct five (5) projects a year & devote approximately 500 hours per year or 10 hours per week to these projects.

******☐ Only 20% of these learning projects are planned by a professional: 80% are planned by the learner & the learner's friends and peers.

☐ As few as 10% of the projects may be associated with an educational institution.

THERE IS A NEED!

ADULT LEARNING TRAITS

☐ Adult's overall LEARNING APTITUDE or INTELLECTUAL POWER remains remarkably unchanged into old age.

☐ Adult's past experiences affect how this person approaches a learning project, and that past experiences serves as a learning resource data bank to which new experiences can be related.

☐ An adult passes through a complex process of change, a developmental sequence, that extends at least into the age 60's.

☐ Adults approach a new experience with what we popularly call PREJUDICE but which is actually an organized set of FEELINGS and DESCRIPTIONS about SELF & about what SELF EXPECTS the experience to yield.

It takes an act of considerable FAITH for the adult learner

to enter or re-enter an institutional environment and to RISK exposing (what he/she percieves) as deficiences within him/herself

Educators and counselors... must assume a more practical role in guidance and counseling. Technology, the "baby" left on the doorstep of society after WW II, is now a high-bred sophisticated group of expanding disciplines. Educators and advisors can help... students take advantage of this phenominal growth by . . .

☐ counseling attuned to employment trends,

☐ program counseling which ultimately leads to gainful employment,

☐ encouraging program selection from several career options in post-secondary efforts.

With or without counseling credentials, educators can help ameliorate the crises of ... (the) unemployment and high technology. Practical guidance and counseling can use the technological explosion as a vehicle for human progress, and can thereby promote entry to the economic mainstream for may black (& white) Americans.

"Black Success: Counseling is Crucial" by Bernam E. Johnson, COMMUNITY & JUNIOR COLLEGE JOURNAL, November, 1982.

TABLE 1.

POPULATION TRENDS IN FLORIDA

Resident Population	Under 5 Years	5 - 17 Years	18 - 44 Years	45 - 64 Years	65 Years and Above
April 1, 1970 (U. S. Census)					
6,789,443	501,476	1,609,116	2,224,243	1,469,342	985,266
Percentage of Population	7.4%	23.7%	32.8%	21.6%	14.5%
April 1, 1980 (U. S. Census)					
9,746,324	570,224	1,789,412	3,590,094	2,109,021	1,687,573
Percentage of Population	5.9%	18.4%	36.8%	21.6%	17.3%
Percentage Change	-1.5%	-5.3%	+4.0%	0	+2.8%
Percentage Increase	13.7%	11.2%	61.4%	43.5%	71.3%

SOURCES: U. S. Department of Commerce, Bureau of the Census, Population Estimates and Projections Series P-25, No. 875 (Washington D. C.: Government Printing Office, January 1980), p. 13.

University of Florida, College of Business Administration, Population of Florida Counties By Age and Sex: April 1980. Bulletin 59, March 1982.

"ADULTS ARE WORRIED"

(The Learning Connection, Volume 3, No. 3, Fall, 1982)

A new study of the Americans age 25 to 49 shows that young adults are worried about the future--financially, physically, and emotionally. And it suggests that marketers can turn those worries into an opportunity for sales of new products.

The study "What Does The Future Hold and Who's Worried About It?" was done by the advertising agency Doyle Dane Bernbach and was released in New York. It reflects the results of two surveys of a sampling of 500 men and women, 25 to 49 years old, in 20 major markets. The first survey was conducted in August, 1980. The second took place a year later.

Ms. Ziff said there are major marketing opportunities for financial and career planning services, for what she called "ego supportives" to reassure people who are worried about their looks or have anxieties and for " self-accomplishment facilitators" to satisfy the do-it-yourself urge.

14 *THE CHRONICLE OF HIGHER EDUCATION* *September 29, 1980*

Aim Adult Training at Workers and Poorly Educated, Study Recommends

By Beverly T. Watkins

HUNT VALLEY, MD.

Adults with little formal education—often members of low-income and minority groups—are the least likely to participate in continuing-education and training programs.

According to a new study, only 3.3 per cent of adults with less than a high-school education take part in educational activities, while 26.5 per cent of those who have completed four years of college are involved in adult learning at any given time.

The educational participation of black adults is considerably below that of whites, says the study, conducted by the National Institute for Work and Learning, a Washington-based policy-research organization.

Today, 6.5 per cent of black adults are enrolled in some learning activity, compared with 12.2 per cent of whites. Participation by blacks has declined steadily over the last 10 years, according to the study, which was financed by the National Institute of Education.

The research project, which concentrated on adult education and training available to workers through their companies, unions, and educational institutions, found that participation in learning increased with income. About 5.3 per cent of those with annual incomes under $5,000 are engaged in educational programs, compared with 17.5 per cent of those earning $25,000 or more.

The study also found, among other things, that an increasing number of women—12.5 per cent today compared with 9.9 per cent a decade ago—were in educational and training programs. However, since so few women hold jobs that require additional training, they are less likely to have access to education on the job.

Continuing education is essential for adults who must adapt to the broad social and economic changes now under way, said Paul E. Barton, the institute's vice-president for planning and policy development and author of the study report. However, he said, if learning is to enable members of society to cope with those changes, educational opportunities must be "equally accessible."

"There is a developing consensus in the country among informed people that change will take place through the education process," said Willard Wirtz, chairman of the institute, at a conference held last week at the conclusion of the four-year project.

"Adult education is more effective if it is emphasized in terms of work life," Mr. Wirtz told representatives of federal and state governments, business and industry, labor unions, and postsecondary educational institutions who assembled to discuss the study's findings and policy recommendations.

He said the research project indicated that "women and seniors are profiting greatly from adult education, but I'm not sure how much we've done for minorities and the unemployed. The next step is to focus on those constituencies."

In its preliminary form, the project report includes more than 50 policy recommendations, many designed to increase access to education and training for workers from low-income and minority groups. Among them:

▶ Channel more information about education and training opportunities to workers through organizations that reach the working classes, such as the U. S. Employment Service, labor unions, and neighborhood associations.

▶ Designate selected company personnel and union officials as "learning organizers" to provide educational advice and information to workers at job sites during the workday.

▶ Establish a National Educational Information Coordinating Committee to develop educational information, brokering, and advisement services for adults.

▶ Conduct pilot projects on child-care arrangements, "flextime," installment or deferred tuition payments, and class schedules and locations to find ways to overcome these barriers to participation in education.

▶ Eliminate restrictions in state constitutions and public-education laws that require persons to take 12 years of public education before age 22 or forfeit the right to free elementary and secondary education.

▶ Set up councils with representatives from public agencies, private companies, labor unions, and educational institutions to develop federally financed programs to prepare low-income unemployed adults and workers displaced by economic change for jobs in the private sector.

The institute's report, "Worklife Transitions: The Learning Connection," is scheduled to be published by McGraw-Hill Publishing Company next spring.

HIGH TECHNOLOGY DEFINED

Berman E. Johnson, "Community & Junior College Journal," November, 1982.

High Technology is a process which is knowledge based with intense concentration of technical skills and scientific knowledge. It merges scientific knowledge with the production system, and it reinforces innovative activity with new ideas and procedures from a high level of research and development. It is radically new in its scientific and technical content, and it incorporates an advanced level of automation in manufacture and production control (Wyvill 1981). Skilled persons in high technology usually are required to have two years of training at the postsecondary level.

This description confirms that high technology should be taught at the postsecondary level and suggests that the better prepared high school graduate will be among those most likely to succeed in technical studies. The description also points to important information which can be summarize here:

☐ TECHNOLOGY is presently expanding at an unprecedented rate in business and industry. Some areas in technology are doubling every ten years; others are becoming obsolete in record fashion only to be replaced with new technology (Toffler 1970).

☐ The COMPUTER SCIENCE field, which doubled employment in the 1970's is expected to double again by the 1990's (AVA REleases 1981). There are critical shortages of nurses, electronic technicians, machinists, tool and die makers, and many others (Professional News 1982). These shortages are likely to continue in the 1980's (Mandt 1978).

☐ BUSINESS and INDUSTRY contend that educators in general are still far behind the times in their attitudes about work. All available statistics support the fact that 80% of all job openings in the 1980's will be for persons who have some type of technical skill developed at less than the bachelor's degree level (Hanssen 1981). Despite this, most high schools continue to put more emphasis on preparation for a four-year liberal arts pursuit, rather than for studies in technical education.

Unfortunately, black students with above average high school achievement scores generally do not enroll in studies for high technology, and many of them enter college and the work force without adequate knowledg of good career opportunities. It appears that students who currently enroll in studies for high technology are significantly older than those who enroll in conventional programs (Murphy & Pringle 1979). Negative stereotypes and lack of current career information among better black high school graduates are factors which cause them to defer choosing technical studies until after more mature age or after failure in the job market. Therefore, there appears to be a paucity of black students involved in high technology studies for all age groups...

Educators and counselors...must assume a more practical role in guidance and counseling. Technology, the "baby" left on the doorstep of society after WW II, is now a high-bred sophisticated group of expanding disciplines. Educators and advisors can help...students take advantage of this phenominal growth by:

☐ counseling attuned to employment trends,
☐ program counseling which ultimately leads to gainful employment, and
☐ encouraging program selection from several career options in post-secondary efforts.

With or without counseling credentials, educators can help ameliorate crises of ...(the) unemployment and high technology. Practical guidance and counseling can use the technological explosion as a vehicle for human progress, and can thereby promote entry to the economic mainstream for many black (& white) Americans.

TRAINING TODAY/"Training/HRD", February, 1981)

"Does Change Trigger a Need for Training?"

Ever since Canadian researcher Allan Tough found that the average adult spends 500 hours a year learning something, educational investigators have been scrambling to find out a) if Tough's findings were a fluke and b) how their institutions can cash in on all that learning need.

A recent College Entrance Examination Board(CEEB) study sheds some light on these questions and also raises a bit of controversy. The study, conducted uner the CEEB's Future Directions for a Learning Society program and funded by the EXXON Education Foundation, forms the basis of a new book, AMERICANS IN TRANSITION: LIFE CHANGES AS REASONS FOR ADULT LEARNING (College Entrance Examination Board, New York, 1980). Authors Carol B. Aslanian and Henry M. Brickell work from data collected in 1,500 telephone interviews with adults who were asked whether they were studying or learning anything, or had in the past 12 months. Those who said no or seemed uncertain were asked again whether they were then or recently had been engaged in a learning activity--a television course, a study group at church or synagogue, a seminar or job-training course at work, lessons for anything from tennis to auto repair.

Responses to this insistent probe, according to Aslanian and Brickell, indicated that "half of all adult Americans 25 years old or older learned something in the past year...This is remarkable evidence that we have indeed become a learning society." Though the 50% figure is considerably higher than most studies, it is consistent with studies that include formal and informal, learner and instructor centered learning.

The CEEB finding that may create a bit of a flap is based on the conclusion the researchers draw from answers to the question "Why?" When asked, "When did you start learning? Why did you start then? Why not earlier? What happened at the time to cause you to start then?" respondents gave a wide variety of answers.

Shifting through the responses. Aslanian and Brickell observe that almost 85% of all adult learners named some change---some transition in their lives as causing them to start learning when they did. The trigger transitions were randomly scattered across many areas of adult life, but job/career and family life changes dominate all others: 56% of those citing transitions named the former, 34% the latter.

The research initially hypothesized that Americans find their jobs/careers and family lives more turbulent than the other aspects of their lives, and therefore subject to more transitions and requiring more learning. But further analysis disproved that logic. The explanation is even simpler: 75% of all adult learning is traceable to changes in jobs/careers and family because Americans spend roughly 75% of their time with their jobs/careers and families.

For example, 46% of the sample gave job/career as a reason for learning, reflecting the 40% of their time devoted to work. Similarly, 28% cited family life as a trigger, corresponding to the 30% of their time spent at home. Only leisure, which accounts for 15% of time, played a significant proportionate role in the typical life schedule--and almost no one give leisure as a reason for learning. Aslanian and Brickell interpret that as meaning leisure, virtually by definition, is perceived as the absence of defined activity. Adults seem to regard it as just that--leftover time, free of anything else.

Adult learners gave dozens of examples of how changes in their work patterns either required or stimulated them to learn. That is, some wanted to learn; some had to learn. Most of their reasons came down to the desire to retain, obtain, advance and/or perform better in a job or career. Also mentioned, though by a minority of respondents, were employer requests or requirements, adjusting to a less demanding job and retirement.

The natural chronology of job career entry, progression and exit is quite evident here. Many adults had to learn in order to get their jobs or keep them or do better in them or advance in them. Some found they even had to learn in order to leave their jobs--to make a successful transition from working to not working.

Adult learners also gave a large number of examples of family changes triggering learning, including children moving through school, direction from friends or family, acquiring a new house or apartment, moving to a new location, getting divorced, getting married and death in the family. Among other, less prominant reasons, were increase in family income, retirement of a spouse, pregnancy and the rising cost of living.

Again, the natural chronology of family life--getting married, becoming pregnant, having children, moving to a new location, acquiring a new house, putting children through school, retirement of the husband or wife, death of a family member is apparent in the family life transitions one-fourth of all adults mentioned as causing them to learn. Some family transitions required learning; others permitted adults to begin learning things they had wanted to learn for a long time. In either case, they saw learning as a way to succeed in their new status.

Even though such characteristics as age, race and sex didn't seem, in general, to make a difference in who was learning and what they were learning, some of the small differences between learners and non-learners are interesting:

*Learners are considerably younger than non-learners. Twice as many learners as non-learners come from the group aged 25 to 29, while only half as many come from the group aged 65 to 69. Half of all adult learners are under 40 years old.

- * Blacks supply considerably less than their proportionate share of learners. Hispanics supply their share; whites supply a bit more than their share; other groups supply considerably more than their share.
- * Learners are considerably better educated than non-learners. Adults who have gone beyond high school are twice as likely to learn as those who have not. Only about one of five with eight years of school or less participate in learning.
- * Adults with high incomes are more likely to learn. Twice as many learners as non-learners come from families earning $25,000 a year or more. The breakpoint comes at family incomes of $10,000 or more; above it, learners outnumber non-learners, below it, non-learners out number learners. There is no income ceiling on learning; two out of three adults from families earning $50,000 a year or more are engaged in learning.
- * Employed adults are far more likely to engage in learning than unemployed adults. Those who are working full time are even more likely to learn than those who are working part time. Less than one out of three retired persons is engaged in learning. In short, the more work a person does, the more likely he or she is to engage in learning.
- * Of all occupational groups, adults engaged in professional and technical work are most likely to engage in learning, while those in farm work are least likely. There is a clear relationship between the amount of training required to enter an occupation and the need or desire to continue learning.
- * There are no differences in adult learning according to sex or number of persons in the household aged 25 years and older.

One source of the controversy over the Aslanian and Brickell conclusion is the lack of demographic differences found. And the College Board itself is generating some of the controversy. College Board ex-president Robert T. Kingston, an advocate of govenmental "focusing" in the lifelong learning arena, is skeptical of the "trigger" theory. Writing in the winter of 1980 issue of "Continuing Higher Education," he suggests instead, that the real reason may be one of success begetting success.

"We Americans are a moralistic lot, and we always tend to look for socially acceptable justifications or at least for clear rationalizations, of most of our actions post facto," says Kingston. "Meanwhile, the information does not help to explain the preponderance of young, educated, relatively affluent white adults in the active learning society. That leaves us, I'm afraid, with only one other speculation, which may not be immediately helful to our present endeavor. I fear that although people may pursure lifelong learning for reason rather than habit, nonetheless reluctance to learn, or the pattern of failure, may indeed be addictive. Those who have education and success continue to want them, and those who do well are particularly eager to maintain the practice.

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Conversely, those who have been kept out or who did not perform well are reluctant to continue."

Regardless of how the academics finally choose to interpret the fine points and subtle implications of this and other studies of adult learning, one thing seems abundantly clear: We adults seem quite capable of deciding when, where, and how we need to learn something new, and we're equally capable of learning on our own if need be. That must be a frustrating notion to those pedagogs who believe that learning takes place only from teaching.--R.Z.

NATIONAL INSTITUTE FOR WORK AND LEARNING
1302 Eighteenth St., N.W., Suite 501
Washington DC 20036

PUBLICATIONS AVAILABLE FROM THE NATIONAL INSTITUTE FOR WORK AND LEARNING

From the Center for Education and Work:

- The Next Step in Managing Recessions: Countercyclical Employment and Training, by Paul E. Barton, 1979. 12 pages, $3.00.
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- The Boundless Resource: A Prospectus for an Education/Work Policy, by Willard Wirtz and the National Manpower Institute, 1975. 205 pages, $4.95.
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- Industry-Education-Labor Collaboration: A Directory of Local Collaborative Councils, 1981. 346 pages, $15.00.
- Industry-Education-Labor Collaboration: Policies and Practices in Perspective, 1982. $25.00.
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From the National Work-Education Consortium:

- The Work Education Game, a quarterly newsletter for individual associate members of the Consortium. Membership dues are $20 per year, payable to the Consortium, 1211 Connecticut Avenue N.W., Suite 301, Washington, D.C. 20036.

From the Center for Women and Work...

- The Career Development Seminar for Office Workers, 1979. 426 pages, $44.00.
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- Greater Resources and Opportunities for Working Women, (GROWW) by Shirley Robock Fox et al., 1980. 114 pages (xerox), $10.00.

From the National Center for Educational Brokering...

- Educational Brokering: A New Service for Adult Learners, by James M. Heffernan, Francis U. Macy and Donn F. Vickers, 1976. 82 pages, $8.00.
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- "A View from the Bridge," by Paul L. Franklin and Francis U. Macy, 1980. 14 pages (xerox), $2.00.
- "Newsletters, Journals, Books and Serials," updated periodically. 4 pages (xerox), $2.00.
- Acquainter, April 1979 issue. 6 pages, $2.00.
- BULLETIN of the National Center for Educational Brokering, published 10 times a year. Annual subscription: $14.00.
- Educational Information and Advisement Services: A Resource Guide for Creating Local Services and Building Statewide Networks, by Paul L. Franklin, et al. 222 pages. $5.50.

From the Worklife Education and Training Policies Project...

- Worklife Transitions: The Adult Learning Connection, by Paul E. Barton and The National Institute for Work and Learning, McGraw-Hill Book Company, 1982. (Available only from McGraw-Hill, $14.95.)
- Adult Learning and the American Worker, 1980. 12 pages, $3.00.
- TUITION AID CASE STUDY SERIES. Set of four volumes, $22.50.
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From the American Rural Renaissance Project: Publications on Rural Human Resource and Economic Development in the 1980's...

- A Statement of Proposed National Goals for Rural Human Resource and Economic Development During the Decade of the Eighties, developed from findings of the National Goals Conference, prepared by Karl Gudenberg. 38 pages (xerox), $5.00
- Rural America: The Present Realities and Future Prospects, by William P. Kuvlesky and James H. Copp. 32 pages (xerox), $5.00.
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Other Publications:

- Business and Higher Education: Toward New Alliances, Gerard G. Gold, Editor. NDEL # 13, Jossey-Bass Publishers, 1981. (Available from: Jossey-Bass, 433 California Street, San Francisco, CA 94104, or from: Council for the Advancement of Experiential Learning (CAEL), 300 Lakefront North, Columbia, Maryland, 21044. $7.00 Prepaid.)
- Measuring the Quality of Education: A Report on Assessing Educational Progress, by Willard Wirtz and Archie Lapointe, 1982. 84 pages, $5.75.

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